

AN EXPLORATORY STUDY OF THE USE OF A BASE
CURRICULUM TO SUPPLEMENT THE IEP
PROCESS IN PROGRAMS FOR THE
LEARNING DISABLED IN IOWA

A Dissertation

Presented to

The Faculty of the Graduate School
Drake University

In Partial Fulfillment

of the Requirements for the Degree
Doctor of Education

by

Patricia Ireland Tschantz

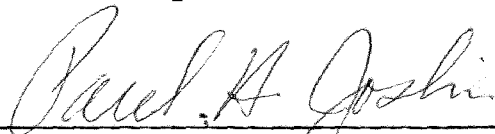
May 1984

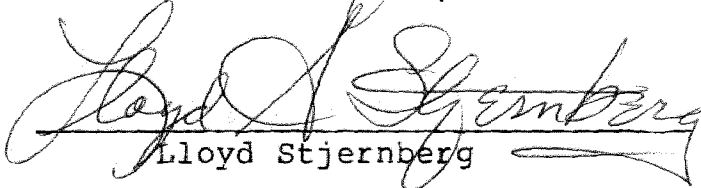
AN EXPLORATORY STUDY OF THE USE OF A BASE
CURRICULUM TO SUPPLEMENT THE IEP
PROCESS IN PROGRAMS FOR THE
LEARNING DISABLED IN IOWA

by

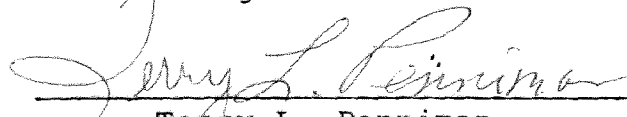
Patricia Ireland Tschantz


Approved by Committee:



Paul H. Joslin, Chair


Lloyd Stjernberg

George S. Lair


Terry L. Penniman


Larry M. Landis


Earle L. Canfield
Dean of School of Graduate Studies
Locker

An Exploratory Study of the Use of a Base
Curriculum to Supplement the IEP Process
in Programs for the Learning Disabled in
Iowa

An Abstract of a Dissertation by
Patricia Ireland Tschantz
May 1984
Drake University
Advisor: Paul Joslin

The problem. PL 94-142 mandated a process of developing an Individual Educational Program (IEP) for each LD student and thus replaced the curriculum of the regular educational program. The developmental process of the IEP has several problematic areas. One possible method for elimination of some of these problems is to supplement the IEP with an articulated base curriculum. To date, little information is available regarding the use of a base curriculum in programs for LD students.

Purpose. This study was concerned with curriculum development as a supplement to the IEP process in LD programs in Iowa. In addition to data regarding the existence of curricula, it sampled the philosophical stance of professionals regarding such curricula.

Procedure. A two-part questionnaire was sent to 316 randomly selected teachers of LD students and fifteen AEA supervisors of consultants to LD programs in Iowa. A response rate of 62 percent was achieved. Responses were reported as frequencies and percentages.

Findings. Responses from LD teachers indicated that thirty five percent were using or developing a base curriculum to supplement the IEP process. These curricula were most frequently based on regular program objectives with modification in teaching strategies and materials suited to the LD student's needs. Curricula were most frequently developed by adapting and combining existing materials. Those most frequently involved were learning disability teachers with support of AEA support personnel and regular program teachers.

Conclusions. 1. There is a need to supplement the IEP process to assure the longitudinal continuity of program objectives. 2. A separate, exclusive set of objectives is not appropriate or necessary for LD students. 3. Regular program objectives are appropriate for LD students if teaching strategies and materials are modified. 4. Professionals utilize materials already in existence as a basis for curriculum development for LD programs. 5. The range of curriculum for LD programs is quite narrow, with most available for the resource program model.

Recommendations. A central collecting procedure for curricular information for the LD programs should be developed at the state level with some provision for reciprocity at the national level. Additionally, there is a need for teacher education programs to address the areas that are problematic in IEP development with concomitant skill development for future teaching personnel.

Table of Contents

	Page
List of Tables	ix
Chapter	
1. Introduction	1
Statement of Problem	2
Purpose of Study	5
Research	6
Significance of Study	6
Limitations of Study	7
Definition of Terms	7
Design of Study	10
Summary	13
2. Review of Related Literature	14
Introduction	14
History of Learning Disability Programming	15
Relationship of IEP to Curriculum	16
Problematic Areas in IEP Implementation	18
Governance	18
Competency Testing	20
Development Process	22
Relationship of IEP Goals to Assessment	26
Relationship of IEP to Regular Curriculum	28
Need for Curriculum Development	29
Related Research Studies	34
Curriculum Research	35
Compliance Research	36
Research on Teaching Process	38
Future of IEP Process	40
Need for Substantive Research	41
IEP Process Evaluation	44
Curriculum Development Theory	45
Curriculum Defined	45

Curriculum Development	47
Summary	51
3. Methods and Procedures	53
Introduction	53
Population	53
Instrumentation	55
Questionnaire Development	56
Procedures	57
Treatment of Data	58
4. Analysis of Data	61
Introduction	61
Survey Results for Part A	61
Survey Results for Part B	83
Summary	97
5. Summary, Conclusions, Recommendations	98
Summary	98
Discussion	105
Conclusions	110
Recommendations	111
Recommendations for Professional Practice	112
Selected Bibliography	114
Appendixes	
A. Research Instruments	122
B. Cover Letter	136
C. Follow-up Letter	137
D. Additional Tables for Chapter IV	138
E. Comments	145

Tables

Table		Page
1.	Original Population and Sample Selected by Subgroups	55
2.	Percentage of Sample Responding by Subgroup	58
3.	Perceived Effectiveness of the IEP Process in Providing a Comprehensive General Education to LD Students	62
4.	Perceived Effectiveness of IEP Process in Assuring Re-entry of LD Students to the Mainstream of Education	63
5.	Perceived Need to Supplement Current Practices to Assure Longitudinal Continuity of Individual Program Objectives	64
6.	Perceived Need to Use Regular Program Objectives to Assure Maximum Re-entry Opportunities	65
7.	Perceived Need for LD Students IEP's to be Based on the Same Curricular Objectives as Regular Students Places at the Same Grade Level	66
8.	Perceived Need to Use Regular Grade Level Objectives with Modified Teaching Strategies and Materials Suitable to LD Student Needs .	67
9.	Perceived Need to Base LD Student IEP's on Curricular Objectives Developed Exclusively for That Population	68
10.	Perceived Need to Base LD Student IEP's on Regular Program Objectives to the Maximum Extent Possible	69

11.	Perceived Need to Base LD Student IEP's on Regular Program Objectives in all Areas Except Mathematics and Reading	70
12.	Perceived Need to Use Developmental Sequence as a Basis for LD Student IEP's in Reading . .	71
13.	Perceived Need for LD Student IEP's to be Based on a Development Sequence of Mathematical Skills	72
14.	Perceived Need for LD Student IEP's to be Based on Regular Program Objectives at the K-8 Level	73
15.	Perceived Need for LD Student IEP's to be Based on Regular Program Objectives at the Secondary Level	74
16.	Comparison of Responses to Statements Regarding the Use of Regular Program Objectives in the Development of LD Student IEP's	75
17.	Perceived Need for LD Student IEP's to be Based on a Vocational Skill Development Model at the Secondary Level	76
18.	Perceived Need for Consideration of Minimum Competency Testing When Designing Curricular Objectives for LD Students	77
19.	Perception of Facilitation of Coordination Between LD Programs and Minimum Competency Testing Programs by a Direct Relationship Between Regular and LD Program Objectives .	78
20.	Perceived Need for Curriculum for LD Students at the Secondary Level to Differ From That at the Elementary Level	79
21.	Analysis of Independence of Response From Subgroup Membership	81
22.	Chi-Square Test of Independence for Pairs of Subgroup Responses on Group Responses with a Significance of .10	82

23.	Summary of Data on Existing Curricula in LD Programs in Iowa for 1983-84	83
24.	Summary of Instructional Level Available in Programs Reporting an LD Curriculum in Use	84
25.	Summary of Instructional Level Available in Programs Reporting a Cross-Categorical Curriculum in Use	84
26.	Summary of LD Curriculum Available by Program Model	85
27.	Summary of Cross-Categorical Curriculum Available by Program Model	85
28.	Philosophical Emphasis of LD Programs with Existing or Developing Curriculum	
29.	Preferred Emphasis of LD Programs at the Elementary Level with Existing Curriculum . .	87
30.	Preferred Emphasis in LD Programs at the Secondary Level with Existing Curriculum . .	87
31.	Content Area Availability for Programs with LD or Cross-Categorical Curriculum	88
32.	Reported Method of Choosing Individual Student Objectives by Curriculum Type	89
33.	Designated Computer Usage with Curriculum for LD Student Programs	90
34.	Individual Student Assessment Procedures Incorporated into Curriculum for LD Students	91
35.	Available Curriculum Components in Programs for LD Students	92
36.	Method Used in Curriculum Development for LD Programs	94
37.	Personnel Involved in Design and Development Procedures	94
38.	Relationship of LD Curriculum Objectives to Regular Program Objectives	95
39.	Perceived Effectiveness of Curricula in Use in LD	96

40.	Comparison of the Availability of Written Secondary Curriculum LD Programs in Iowa and Tennessee	107
41.	Comparison of Perceived Effectiveness of Written Secondary Curriculum in Iowa and Tennessee	107
42.	Instructional Level Availability in Programs Reporting Developing Curriculum	138
43.	Program Model Availability in Programs Reporting a Developing Curriculum	138
44.	Philosophical Considerations of Developing Curriculum Projects	139
45.	Content Area Availability for Programs with Developing Curriclulum	139
46.	Reported Method of Choosing Individual Student Objectives by Programs with a Developing Curriculum	140
47.	Designated Computer Usage with Developing Curriculum	140
48.	Individual Student Assessment Procedures Incorporated into Developing Curriculum . .	141
49.	Method Used in Curriculum Development for Programs with a Curriculum in the Development Process	141
50.	Personnel Involved in Design and Development Procedures in Programs with a Developing Curriculum	142
51.	Relationship of Developing Curriculum Objectives to Regular Program Objectives .	142
52.	Available Curriculum Components in Programs with a Developing Curriculum	143

CHAPTER ONE

Introduction

With the implementation of Federal Public Law 94-142 in 1975 came numerous changes designed to improve educational programs for the handicapped. This Congressional Act provides equal access to educational resources for all persons between three and twenty-one years of age. It states that these opportunities must be "...special educational opportunities sufficient to meet the needs and maximize the capabilities of children requiring special education."¹ It further requires that these opportunities be commensurate with the level provided students not requiring special educational services.

To provide evidence of compliance with the law, an Individualized Educational Program (IEP) must be developed for each student enrolled in special educational programs. Based on an evaluation of individual student educational needs, the IEP would include (a) a statement of present levels of educational performance, (b) a statement of annual goals including short-term objectives, (c) a statement of specific educational services to be provided and the extent to which the student will be able to participate in regular educational programs, (d) a projected date for initiation

¹Michael D. Ferguson, "Special Education: The Struggle for Equal Educational Opportunity in Iowa," Iowa Law Review 62, No. 5 (June 1977), 1301.

and anticipated duration of services, and (e) appropriate objective criteria and evaluation procedures and schedules for determining, at least on an annual basis, whether the instructional objectives are being achieved.¹

The purpose of the IEP is to provide individual student programming accountability to teachers, administrators, parents and school systems. It is not intended to be a legal contract. Rather, it is a tool for documenting the educational planning necessary to provide an appropriate education to meet the special educational needs of the handicapped student.

Previously developed curricula for regular educational programs are replaced by this more individualized approach. This makes the IEP (for the individual handicapped student) the curriculum, and any use of regular curricular objectives is appropriate only if designated in this document.

The IEP is designed by a committee and is based on guidelines put forth in PL 94-142. It addresses students' individual educational needs as perceived by parents, evaluators, teachers and administrators. It is to be redeveloped annually by those persons providing education services, with input from parents and the student.

Statement of Problem

Even though the IEP process replaces all existing curricula that would apply to the handicapped student if

¹Federal Public Law 94-142, Section 4A,19.

placed in regular educational programs, it does not contain all the components that are given consideration in the development of a comprehensive curriculum. While providing goals and objectives based on individual student needs, it does not provide assurance of the longitudinal continuity of those objectives as they relate to the nature of the development process itself.¹ Also, with the shift of emphasis to individual student needs, there is a danger that insufficient consideration will be given to the overall social concerns that are the basis for educational programming.²

Another area of concern is that of coordination of special educational programs with those of regular education. The PL94-142 mandate to provide maximum mainstream involvement, and re-entry possibilities, are made unnecessarily difficult, if not impossible, when the special education programs do not coordinate their efforts with existing regular education programs for the non-handicapped.³

Each IEP is to be developed by a committee consisting of parents, teachers, administrators, evaluators, and when appropriate, the student. This format was designed to assure broad responsibility and expertise for the development process.⁴ In those cases where the committee

¹Barbara Tymitz-Wolf, "Guidelines for Assessing IEP Goals and Objectives," Teaching Exceptional Children 14, No. 5 (Mar. 1982), 199.

²Theodore A Chandler, "IEP is not PIE in the Sky: Special Education as a Great Experiment," Education Unlimited 2, No. 5 (Nov/Dec. 1980), 17.

³William Van Til, What are the Sources of Curriculum? (NEA & Ass'n for Supervision and Curriculum Development, 1962). Pamphlet.

⁴Joseph Watras, "IEP's Are Not the Answer," Educational Leadership, 39, No. 2 (Nov. 1981), 143.

process is actually used there are problems. Committee members often feel little or no individual responsibility for the IEP, thereby creating less, rather than more, total program responsibility. Committee members have no requirement to be trained as curriculum developers, this may account for some of the deficits being noted in the individual student IEP's.¹

In practice, the teacher is the person who usually develops the IEP.² This is a problematic area for IEP development in that the teacher is not specifically trained in the area of curriculum development.

Of further concern is the unusual amount of time spent by the teacher in the IEP development process. Many teachers are not well trained in the area of goal and objective development. This demand on time and effort has been blamed for the build-up of teacher stress leading to teacher burn-out and consequent attrition.³

IEP developers frequently fail, whether committee or individual teacher, to specify the total educational program for the student. Most frequently they will address the areas of remediation in reading and mathematics and leave the remainder of the educational program unstated.⁴

¹Barbara Nadler and Ken Shore. "Individualized Educational Programs: A Look at Realities," Education Unlimited, 2, No. 3 (April 1980), 31-32.

²A.P. Turnbull and others, "Parental Involvement in Developing and Implementing the IEP: Training Professionals and Parents," Education and Training of the Mentally Retarded, 13, No. 4 (1978), 414.

³Daniel Morgan, "Characteristics of a Quality IEP," Education Unlimited, 86, No. 4 (May/June 1981), 15.

⁴Susan J. Schenck. "An Analysis of I.E.P.'s for L.D. Youngsters," Journal of Learning disabilities, 14, No. 4 (April 1981), 222.

There is an additional concern. IEP's that meet the regulations of the law do not, necessarily, meet its intent to provide the most appropriate educational program for the handicapped student in the least possible restrictive educational environment. Most research on the IEP process focuses on the compliance issue, with considerable reference to the need for more substantive evaluation of the educational programs provided therein.¹

Because the IEP process tends to make the curriculum for the handicapped student very diffuse, it has caused an additional problem in the area of program evaluation. In a time when awareness of the need for program accountability is quite high, the lack of structure to the curriculum for the handicapped does not permit the comparison necessary for definitive evaluation.

Purpose of Study

At the present time, very little state-of-the art information is available regarding the development and utilization of base curriculum supplementation of the IEP process for learning disabled students. The purpose of this study was to determine the extent to which the IEP process has been supplemented by a specific curriculum designed for the learning disabled. It further examines the philosophical thrust and methodological considerations involved in the development of existing curricula. Opinions of professionals regarding the philosophical thrust of curricula developed for the learning disabled were also examined.

This investigation was intended to be a step toward the acquisition of a body of information from which developers and redesigners of curriculum may draw upon for inclusion in

¹Nadler and Shore, p. 32.

future development projects. It also represents information from which standards may be derived for the development of program evaluation.

Research Questions

This study addressed the following concerns for curriculum development for the supplementation of the IEP process. It applies to current practices in the State of Iowa.

1. To what extent are there specific curricula in use in learning disability programs?
2. What are the prevailing attitudes of professional regarding the thrust of curricula for the learning disabled?
3. What is the philosophical focus of curriculum projects in use at the present time? How does this information compare to what professionals feel the focus should be?
4. What processes have been used in the development of specific curricula for the learning disabled?
5. What relationship exists between currently used curricula for the learning disabled and curricula use for regular educational programming?
6. What is the perceived effectiveness of curricula currently in use?
7. What is the structure of curricula currently in use in programs for the learning disabled?

Significance of Study

Complete, accurate and current information regarding the use of support mechanisms for the iep process, as it applies to the programs for learning disabled students, is needed in order that criteria for adequate comparisons of such programs in providing cost-effective educational

programs may be made. Without this type of information to provide a basis for comparison of individual learning disability programs with other similar programs, as well as with regular educational programs, effective evaluation will be limited to the existing types of compliance studies which speak only of the presence, or absence, of specific components required by law, and not to the quality of education provided.

Developers and redesigners of curricula will be helped in their work by the existence of a pool of resource information.¹ Even though each school district, and student program, has its own characteristics, many similarities exist within the developing programs contained under the same system of governance. A greater flow of information from a variety of sources will enhance the entire field of curriculum development for the learning disabled student.

Limitations of Study

This study was limited to a description of current practices and the philosophical stance of those consultants and teachers directly involved in learning disability programs in the State of Iowa. Programs within the State of Iowa were analyzed as to their structure, philosophical focus and developmental characteristics relative to the curriculum offered.

Definition of Terms

For this study the following definitions apply:

¹Galen J. Saylor, Who Planned the Curriculum? (W. Lafayette, IN: Kappa Delta Pi Press, 1982), 1-3.

CURRICULUM-an articulated outline that assumes the validity of a fixed group of facts, skills and activities arranged in a developmental sequence and developed for the education of a specific population.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)-a formal written program developed by school personnel, a student's parents, and when appropriate, the student, in order to delineate assessment, placement, goals and objectives, duration of special services, special services, and evaluation procedures, for the educational programs of handicapped learners.

LEARNING DISABLED-a student of average or better intelligence who exhibits significant deficits in one or more essential learning processes requiring special educational techniques. These deficits must not be primarily due to sensory, motor, emotional handicap or lack of educational opportunity.

LEAST RESTRICTIVE ENVIRONMENT-placement of a handicapped learner no more removed from regular class placement than is most appropriate for the student's educational needs.

LONGITUDINAL CONTINUITY-a system of monitoring and evaluating skills and ideas taught at any level to insure that they are appropriate to the previous and future levels of educational programming.

MAINSTREAMING-the practice of placing handicapped students in regular educational programs for part or all of their school experiences based on the idea that this will be the least restrictive educational environment for that student.

SELF-CONTAINED-special educational placement developed for severely disabled students with a program designed for the disabled, that differs greatly from regular educational placement.

RESOURCE ROOM PROGRAM-A classroom or other room, staffed by a specially trained teacher, where disabled students may receive special services for part of the day away from the regular classroom. Services in this room are limited to two hours per day.

SPECIAL CLASS WITH INTEGRATION-special educational placement based on the need for disabled students to spend most of their time in a program designed for those with similar disabilities but who may benefit from limited placement in programs for the regular student.

COMPENSATION MODEL-a program design model based on the philosophy that emphasis on teaching student survival skills so they may function in society should take precedence over other educational considerations.

BASIC SKILLS MODEL-a program design model based on the philosophy that emphasis should be on the instruction and remediation in the basic academic skills.

TUTORIAL OR CONTENT MODEL-a program design model based on the philosophy that emphasis should be on the acquisition of content in academic courses.

WORK STUDY OR VOCATIONAL TRAINING-a program design model based on the philosophy that emphasis should be primarily on job related skills and on-the-job experiences.

LEARNING STRATEGIES OR PROCESS MODEL-a program design model based on the philosophy that emphasis should be on how to learn and the amelioration of underlying neuropsychological deficits rather than on teaching any specific content.

ECLECTIC MODEL-a program design model based on the philosophy that emphasis in programming should be individually chosen, and that all known approaches should be available in individual student program planning.

Design of Study

In order to collect data on the current practices and opinions of curriculum development for LD programs a questionnaire format was chosen. A survey population was chosen from consultants and teachers of LD programs as it was felt they would have the most direct and complete information. A list of all consultants and teachers was obtained from the Iowa State Department of Public Instruction for the 1983-4 school year. Questionnaires designed to answer research questions were developed with the assistance of members of the Drake University faculty as well as the consultant for learning disabilities for the Iowa State Department of Public Instruction, Special Education Division. The survey instrument consisted of two parts: a general opinion survey and a current practices survey.

The opinion survey questions were oriented toward broad categories of concern, and general perceptions regarding current practices. The current practices survey was designed to give specific information regarding current curriculum projects and practices. These questionnaires were intended to be as inclusive as possible, yet capable of being completed in a minimum amount of time. This objective was accomplished by having very few items requiring narrative answers. Most items could be responded to by simply checking the appropriate response item or items.

The following chart indicates the relationship of specific questionnaire items to the research question they are intended to answer.

Question #1	To what extent are there specific curricula in use in learning disability programs?	
Responses	Part B	Items 1,2,3,4,5

Question #2	What are the prevailing attitudes of professionals regarding the thrust of curricula for the learning disabled?	
Responses	Part A	All Items
Question #3	What is the philosophical focus of curriculum projects in use at the present time? How does this information compare to what professionals feel the focus should be?	
Responses	Part B	Items 6,7,8
Question #4	What processes have been used in the development of specific curricula for the learning disabled?	
Responses	Part B	Items 14,15
Question #5	What relationship exists between currently used curricula for the learning disabled and that in use for regular educational programming?	
Response	Part B	Item 11
Question #6	What is the perceived effectiveness of curricula currently in use?	
Response	Part B	Item 16
Question #7	What is the structure of curricula currently in use in programs for the learning disabled?	
Responses	Part B	Items 9,10,12,13,17

The survey population selected was (1) all consultant supervisors of learning disabilities programs in the fifteen Area Education Agencies in the State of Iowa during the 1983-4 school year, (2) teachers of elementary learning disability programs in the State of Iowa during the 1983-4 school year, (3) teachers of junior high (middle school)

learning disability programs in the State of Iowa during the 1983-4 school year, (4) and teachers of secondary learning disabilities programs in the State of Iowa during the 1983-4 school year. Because this population was too large to be surveyed, a simple random sampling procedure was applied to each sub-group to select the actual survey sample.

Questionnaires with a cover-letter explaining the purpose of the study were mailed. Follow-up requests to those who did not respond were mailed approximately three weeks after the first mailing. This was done to insure a reasonably complete set of information with a minimum response rate chosen at 50% of the sample.

Analysis of the information describing the structure, implementation, and development of curricula for the learning disabled was done by means of frequency tallies of the responses. Most items were reported as a percentage of the total group as well as a percentage of the respondents to the survey instruments. Summary information was reported on any comments or additions to the survey made by the respondents.

:

Analysis of the opinion survey data was made by means of frequency tallies with the mean and standard deviation also reported. The sub-groups were also compared by means of a Chi-Square test of significance in order to determine the independence of response from sub-group membership.

The segments of this study were designed to survey present practices and opinions in curriculum development for LD programs in Iowa and did not attempt to make any evaluation beyond the perceived effectiveness opinions of the users. Evaluation, in terms of strategies and success, requires a detailed investigation of specific programs. Before this can be done, a contextual perspective must be established. This study sought to establish just such a

context by examining the range of perceptions and practices on a state level.

Summary

This chapter has included a statement of the research problem and purpose of the study, delineation of research questions, a statement of significance, limitations, list of operational definitions, and design of the study. Chapter II reviews literature related to learning disability programming, the IEP's relationship to curriculum, problematic areas in IEP implementation, relevant research studies, curriculum development theory and futuristic concerns. Chapter 3 contains a description of the structure of the study and Chapter 4 reports the results of the study with comparative analysis when appropriate. Chapter 5 summarizes the study and reports conclusions and recommendations for future research.

CHAPTER TWO

Review of Related Literature

Introduction

This review of related literature deals with (1) the historical background of educational programming for students with learning disabilities, (2) the relationship of the IEP to curriculum, (3) problematic areas in implementation of the IEP, (4) the relationship of curriculum for learning disabled students to that of regular education, (5) research studies related to curriculum development in programs for the learning disabled, (6) concerns for the future application of the IEP process as a means of program provision for the learning disabled and (7) general information regarding development, usage, and evaluation of educational curricula.

A great variety of materials were surveyed. These included a comprehensive search and review of documents listed as relating to learning disabilities, communication disorders, curriculum design, curriculum development , and curriculum research held by the Education Resources Information Center (ERIC) system. Searches were also made of dissertations related to these same descriptors from the year 1975 to present. Related journal articles and professional books were also reviewed. The review is organized to document the inferred need for curriculum development to supplement the IEP process. Additionally it emphasizes the perceived need to coordinate that curriculum with general education and to evaluate the substantive validity of special educational programs provided by the IEP process. It is primarily limited in scope to those programs for the learning disabled. This summary of the findings

form the context in which research questions and data of this study were handled.

History of Learning Disability Programming

Learning disabilities as a concept and a category of special educational service delivery is relatively new. It encompasses earlier concepts of reading disabilities, perceptual handicaps, dyslexia, developmental aphasia, and minimal brain dysfunction, and was adopted to describe behavioral deficits of students in educational settings rather than utilizing more limiting etiological explanations of these disorders.¹ A learning disabled person is by behavioral description one who has

a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations.²

The term does not include persons with learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of emotional, cultural or economic disadvantage.³

According to the federal government's report of expert testimony given in relationship to the development of rules and regulations for PL 94-142,⁴ approximately one to three percent of students from age three to twenty-one will show a significant form of learning disability. These figures are arbitrary in nature, based on the testimony of experts rather than actual research findings. Incidence varies

¹Harold E. Mitzel, ed. Encyclopedia of Educational Research, Vol. I, 5th ed. (New York:Macmillan and Free Press, 1982), p. 1060.

²Federal Register, 42, No. 163 (Aug. 23, 1977), 26.

³Ibid., p. 26.

⁴Mitzel, p. 1060

widely due to the many factors that influence the identification of students with learning disabilities (i.e. the local history of special educational programs, affluence of the local community, available services and the instrumentation of assessment).¹

In 1975, the Education for All Handicapped Children Act (Public Law 94-142) was enacted. As a result all states recognize learning disabilities as a handicapping condition in need of special educational considerations. Prior to 1975 most educational services for the learning disabled were provided in facilities connected with universities or in special private facilities.

Early public educational programs for the learning disabled were modeled after those for the very severely handicapped which segregated them from the remainder of the school population. This was followed by a trend to use resource room models. These two models represent a wide disparity in the restrictive environment. Where the resource model is designed to remove the student from regular educational programming only to the extent necessary to provide an "appropriate" education, the previous model completely segregates the LD student from the regular educational environment.

Programming today includes a continuum of models that range from these two extremes and which are dependent on state or local philosophy to dictate choices available to learning students.

Relationship of IEP to Curriculum

To ensure that educational services delivered under PL94-142 conform to the law, an Individual Educational

¹Mitzel, p. 1060.

²Ibid., p. 1064.

Program (IEP) must be developed for each student. This document should specify the annual goals and enabling objectives for each student based on individual assessment data. The IEP has become a replacement, or at least a supplement to, the regular curriculum program.

According to Turnbull, Leonard and Turnbull,

The IEP is the special education (i.e., specially designed instruction) curriculum (i.e., goals, objectives means of evaluating placement and related services) for each handicapped child.¹

Appropriate education for a "regular" education student is defined by the various facets of the mandated curriculum. For special education students appropriate education is defined by the IEP. According to Bullard and Zettel, the educational program for the handicapped student

receives its definition...through the mechanism of the written I.E.P. as required by P.L.94-142. Therefore, what is agreed to by all parties becomes in fact the "appropriate" educational program for that particular child.²

On the same subject, Bennett states that "the document serves to define the meaning of an appropriate education for individual children."³

¹Ann Turnbull, Judith E. Leonard and Rutherford Turnbull, "Defensible Analysis of P.L.94-142," Journal of Special Education 15, No. 1 (1981), 27.

²Joseph Bullard and Jeffery Zettle, "Public Law 94-142 and Section 504:What They Say About Rights and Protection," Exceptional Children, 44, No. 3 (Nov. 1977), 177.

³Randy Elliott Bennett, "Evaluating Individualized Education Programs, Diagnostic, 7, No. 2 (1981), 91.

These all serve to show the strength of the IEP's relationship to the curriculum in educational planning for the handicapped student.

Problematic Areas in Implementation of IEP

With the implementation of the IEP as a curricular replacement its importance in educational programming became crucial for students whose programs it guided. Problems often arise with use of any new process. The IEP was no exception. These problems have caused some educators to question the process itself as a viable means of program provision and use. The following is a summary of problems identified in a search of current literature.

Governance

The inception of most programs for the learning disabled came about as a result of the enactment of PL 94-142. Because of the structure of the law, not all responsibility for providing services fell to the local education agency. State agencies charged with the monitoring of educational services held a great deal of the implementation responsibility. Consequently, representatives of those agencies were, in some cases, closely involved in decisions regarding local program development. In Iowa, for example, much of the responsibility was delegated to Area Education Agencies which in some cases were the direct providers of educational programs. This has resulted in some cases of local districts providing space only and an education agency actually administering the educational component. Further separateness has been caused by special educational programs inadequately planned and implemented. This has several sources, including the use of different standards for evaluation, different instructional priorities, and divergent procedures and emphasis. The result is regular

programs and support programs often at cross-purposes and, therefore, not able to work smoothly together.¹ This can pose a serious problem for the student placed only partially in the support program or needing to integrate from the support program services to those of the regular educational program.

The dissonance between support and the governing school systems concerning the effectiveness of current practices in programming for LD students has caused some administrators to the call for legislative change in laws governing both funding and implementation of these programs. They feel the process has substantial difficulties in meeting the needs of the greater educational community involved and could be better structured by legislative change.²

Of further concern is the likelihood that governance of special educational programs, including those for LD students, may return to a more local level.³ With the maturing of special educational programming processes, and an increasingly restrictive economic base, this transfer may be both feasible and necessary. This transfer can succeed only if support programs, such as learning disability programs, can be integrated as a part of the greater system.⁴

¹Michael J. Hannifen and Bradley K. Barrett, "Preparing for Educational Change: Incorporating the Support Curriculum into the Basic Curriculum," American Education, 19, No. 4 (May 1983), 32.

²Nadler and Shore, p. 30.

³R.D. Kneedler and S.G. Tarver, Changing Perspectives in Special Education, (Columbus, OH: Merrill Pub. Co., 1977) 21.

⁴Hannifen, p. 33.

To accomplish this, administrators need to be assured that all facets of the support system are educationally sound and thus not a burden to the greater system.¹ There is concern about more efficient use of time and fiscal resources. The prime temporal and fiscal factor in provision of these special educational services is the development of completely individualized educational programs. According to Price and Goodman, it is necessary to line up more efficient means of development for the IEP process in order to make the provision of support service an effectual process.²

Competency Testing

The need for special education to address the use of minimal competency testing does not appreciably differ from that same need in other educational programs. In remarks related to this need, Jordan states,

to oppose the notion of minimal academic competency is ridiculous. The idea isn't new; a nemesis we've wrestled with for years. The bottom line is this: if we defend our right to be incompetent, we lose.³

According to Amos,⁴ because of growing public dissatisfaction with public education, there has been a demand in some circles for minimum competency testing. This

¹Nadler, p. 33.

²Marianne Price and Libby Goodman, "Individualized Education Programs: A Cost Study," Exceptional Children 46, No. 6 (March 1980), 446

³M. Jordan, "How to Overcome," Newsweek, (Oct. 1979), 27.

⁴Katherine M. Amos, "Competency Testing: Will the L.D. Student Be Included?" Exceptional Children, 47, No. 3 (November 1980), 194-97.

testing affects graduation requirements and thereby affects the secondary learning disabled student. This testing may have the affect of assisting in the early identification of the learning disabled. It will further cause emphasis on survival type skills in the general curriculum. There may be some need to make modifications in testing procedures for the special student. However, if the approach is carefully designed it should become an asset in programming for the learning disabled in that a more systematic approach to individual educational objective selection may result.

In an article relating the IEP process and minimum competency testing, Olsen¹ discusses the need to move from the current practice of choosing IEP goals from individualized conceptual framework to a process of choosing them from a curricular framework which ties them to those of the school system. This needs to be done to prevent the isolation of the special student not only from the minimum competency requirements but from any potential re-entry into regular classes.

There have not been any documented moves to develop a comprehensive integration between the minimum competency testing practice and the IEP process. There needs to be clarification of the relationship between the two as both are seeking to accomplish the same purpose. That is to increase the number of persons leaving school who possess the capabilities of coping with the environment.

Another related aspect discussed by Ross and Weintraub² is the concern for specified graduation requirements and their relationship to the special student. This issue

¹K.R. Olsen, "Minimum Competency Testing and the IEP Process," Exceptional Children, 47, No. 3 (November 1980), 176-82.

²J.W. Ross and F.J. Weintraub, "Policy Approaches Regarding the Impact of Graduation Requirements on Handicapped Students," Exceptional Children, 47, No. 3 (November 1980), 200-03.

relates both to the special student's ability to meet these requirements and the current trend toward educational accountability. With specified minimum competency requirements, teachers become less willing to make adaptations in course requirements or methodologies, thus making it more difficult for the special student to remain successful in the regular class setting. If, however, the special student is placed in a special educational program and, the IEP does not conform to the same curriculum and standards, and then minimal competency testing is avoided or compromised, some educators feel that graduation standards are compromised.

Developmental Process

PL 94-142 mandates that an individual student's educational program be developed by a committee process in order to ensure the broadest look at the student's educational needs. In practice this has often not been the case. IEP's are usually developed by the special education teacher without the assistance of a committee. The committee frequently functions only as a placement committee, leaving the special education teacher it's findings to develop long range goals and enabling objectives. These are then presented to the parents for their approval.¹

In a study reported in 1980 by the Council for Exceptional Children, only five in fourteen conferences for IEP development used a legally constituted committee.² Further, most conferences were found to be viewed as a means of informing the parent of the IEP content rather than the development of the document's content. The teacher was the most frequent developer of goals and objectives in the

¹Schenck, An Analysis of I.E.P.'s for L.D. Youngsters, p. 223.

²S. Goldstein and others, "An Observational Analysis of the IEP Conference," Exceptional Children, 46, No.4 (1980), 279.

IEP's studied.¹ Several other authors have reported teachers as the most frequent developers of IEP's.²

This resulted in an IEP process with little continuity from one teacher to the next, with each using their own philosophical stance and favorite materials as a basis for IEP development.³ As a consequence, special education in a given school is often a system of unrelated classes and any continuity is achieved accidentally.⁴

Specific problems experienced by many teachers in developing IEP's included: (a) choosing the most important objectives, (b) deciding how many objectives to include, (c) developing a hierachial ranking with appropriate sub-tasks, (d) trouble with the actual writing of objectives, (e) difficulty relating goals to objectives, (f) difficulty choosing objectives appropriate to the student's level of function, and (g) failure to provide relevant evaluative criteria.⁵

Much of this is due, according to Deno & Mirkin, to the lack of training given teachers on the process of IEP development.⁶ Teachers are trained in etiology,

¹Ibid. p. 281.

²Barbara L. Tymitz, "Instructional Aspects of the IEP: An Analysis of Teachers' Skills and Needs," Educational Technology, 20, No. 9 (Sept. 1980), 13; David A. Sabatino, "Are appropriate Educational Programs Operationally Achieved Under Mandated Promises of P.L.94-142?" Journal of Special Education, 15, No. 1 (Jan. 1981), 17.

³Turnbull, Strickland, and Goldstein, p. 414.

⁴Edward Meyen, "A Systematic Error in Curriculum," Education and Training of the Mentally Retarded, 3, No. 4 (1968), 165.

⁵Tymitz, p. 16.

⁶S.L. Deno and P.K. Mirkin, "Data Based IEP Development An Approach to Substantive Compliance," Teaching Exceptional Children, 12, No. 3 (Spring 1980), 92.

characteristics, and formal diagnosis of specific disability. This does not assist in the task of defining educational goals. Administration and interpretation of formal tests, including intelligence tests and tests of perceptual and psycholinguistic ability, help determine the handicapping condition but do not lead to the ability to determine educational goals or education objectives.¹

Since the substantive validity of the IEP process depends on the quality of preparation, the process is weakened by teachers who are inadequately trained in this development process² In a study by Tymitz, 1980, "the most problematic area was teacher skills in generating statements that were logically and sequentially related."³ Because of the heavy dependence on teachers in IEP development, an additional burden, in the form of time and ability, is placed on the already busy special education teacher. This has lead to a high incidence of "burnout" amount teachers.⁴ Teacher attrition is an added expense in training, and an additional disruption in the development of programs that are already "stressed and challenged" by current special education policies.⁵

This could be alleviated by the use of sequences of skills in the curricular areas, the systematic collection of recording of data, and a system for modifying programs.⁶

¹Mary Simpson Poplin, "The Science of Curriculum Development Applied to Special Education and the IEP," Focus on Exceptional Children, 12, No. 3 (Nov. 1979), 3.

²Tymitz, p. 13.

³Ibid., p.15.

⁴Morgan, p. 15.

⁵Michael Gerber, "Economic Considerations of 'Appropriate' Education of Exceptional Children, Exceptional Education Quarterly, 2, No. 2 (Aug. 1981), 56.

⁶Morgan, p. 16.

A closely related concern is the relationship of the regular program teachers to the IEP process.¹ In a study of school districts in New Jersey in 1979, the obstacle of greatest importance in the successful use of IEP's was the lack of involvement by the regular class teacher. Even though the teacher is the person responsible for carrying out the plan, numerous incidences were reported of IEP's being developed without proper "consideration for the constraints and variables operating in the classroom and thus did not prove very useful."²

According to Evans and Lovell,³ the IEP process cannot be a "workable and useful" tool unless the persons responsible for its development are knowledgeable of both the legal process and the skills necessary for the developmental process. It is further necessary that all designated participants assume their correct roles and responsibilities. Unless this happens, the intent and purpose of the process will be lost. According to Schneck & Levy this problem could be alleviated by the use of "curriculum based assessments that would eliminate the need to leap from the diagnostic finding to instruction."⁴

Some closely related problems with IEP development are the use of incomplete assessment data, or assessment data that cannot be interpreted and converted into instructional

¹Paul Retish, "Individual Education Programs in Secondary Schools for Mainstreamed Students," Education and Training of the Mentally Retarded, 14, No. 3 (Oct. 1979), p. 235.

²Nadler, p. 30.

³Beth Evans and Alice Lovell, "The IEP: Requirements for Validity," Capstone Journal of Education, 1, No. 2 (Dec. 1980), p. 16.

⁴Randolph J. Schenkat and Dennis Battaglini, "Special Education as a Great Experiment," Education Unlimited, 2, No. 5 (Nov./Dec. 1980), 21.

objectives that are useful in the classroom,¹ goals and objectives that are vague and, goals established with incomplete knowledge of the student.² Since the establishment of goals determines the success of a program,³ this is a prime consideration in the successful implementation of the IEP process.

A related problem is goals that are inappropriate to the level of ability of the student as identified by the available assessment data. According to Tymitz (1980), twenty-nine percent of the objectives surveyed were below the level of ability identified as appropriate for the student.⁴ She proposes that this is an attempt on the part of teachers to identify objectives that will insure program success.⁵

Relationship of Goals to Assessment

Educational programs under PL 94-142 are supposed to be developed by a committee. When a committee is used legally it should consist of the special education teacher, the administrator of the program, the parents of the student, and when appropriate, the student. Other personnel, such as school psychologists, social workers, counselors, who may have information related to the educational needs of the

¹Tymitz-Wolf, p. 198.

²Poplin, p. 1.

³S.C. Larsen and M.S. Poplin, Methods for Educating the Handicapped: An Individualized Education Program Approach, (New York: Allyn and Bacon, 1980), p. 223.

⁴Tymitz, p. 18.

⁵Ibid.

student may be invited to be a part of the committee. With information from formal and informal assessment, this committee designates the components of the educational program for the student. The committee should also set educational goals and objectives based on the assessment data. This information, along with appropriate evaluation criteria and methods become the Individualized Educational Program for a student. Whether a committee is used, or, as previously reported, an individual special education teacher develops the IEP, goals and objectives should be closely related to assessment data on the individual student for which the IEP is being developed.

The inability to trace goals and objectives to diagnosed needs raises serious concerns regarding the "efficacy of current educational programs."¹ Research reported by Schenck, 1981, indicates weakness in all but one of the identified categories, namely affective, cognitive, achievement and learning patterns. The statistical analysis in this study indicated that IEP goals and objectives in each of these areas were independent of psychoeducational assessment. This independence raises a question as to whether the IEP process, as a means of addressing the unique or individual needs of the learner, is really accomplishing that goal.

In a 1980 study, Tymitz concluded from teacher comments, that teachers depend on familiar materials to develop instructional programs rather than the assessment data provided by the IEP committee. She further stated that "Goal statements frequently failed to focus on the content

¹Schneck, The Diagnostic/Instructional Link in Individualized Educational Programs, p. 223.

or skill areas that assessment information had targeted.¹

Relationship to Regular Curriculum

Under PL 94-142, there is a mandate to provide educational services to the special student in the least restrictive environment possible. One phase of this mandate is the return of the special student to the "mainstream" of regular education as soon as the student can benefit from the placement. In the past, self-contained special placements have tended to be dead-ends; students, once placed, would complete their educational careers in that setting.²

According to Chandler, this can be alleviated by properly designing a special program that is based on regular program curricular objectives.³ He further states that "almost anyone can learn anything if properly taught."⁴

Lieberman, on the subject of ending special educational services for a student, states that the use of the same goals as the school system would "suffice" to make the problem of re-entry more feasible.⁵ Gallistel feels the use of these objectives would alleviate the self-fulfilling prophecy of

¹Tymitz, p. 18.

²Harry N. Chandler, "Teaching L.D. Students in the Public Schools: A Return to the Closet? Part II," Journal of Learning Disabilities, 14, No. 9 (Nov. 1981), 547.

³Ibid.

⁴Ibid.

⁵Laurence M. Lieberman, "Two IEP Dilemmas", Journal of Learning Disabilities, 14, No. 8 (1981), 486.

the student in partial special placement falling even further behind the regular grade-level program.¹

He further defines the need for special program objectives to be made in grade-level statements. These statements build a more productive special program that can improve both self-concept and motivation in the special student.²

He states that this process can provide for monitoring of the individual student through his/her education career.³ It further assists in assuring that important goals and objectives are not overlooked, and the likelihood of duplication is reduced.⁴

Need for Curriculum Development

In current literature on special educational programming there is frequent reference to the need for overriding curricular structure. This need has several dimensions including: (1) the need for a set of standardized criteria for evaluative purposes, (2) the need to develop a closer relationship between special programs and the greater school system, (3) the need to insure a comprehensive educational program to the individual special student, (4) the need to assure a logical sequence of goals and objectives, (5) the need to make the development of the IEP a more cost-effective process. The following summaries address these issues.

¹Elizabeth R. Gallistel, "Setting Goals and Objectives for LD Children-Process and Problems," Journal of Learning Disabilities, 11, No. 3, (March 1978), 65.

²Ibid.

³Ibid., p. 15.

⁴Ibid.

According to Cawley, the field of special education in its early efforts did not attend to curriculum development but instead used very localized methods. This had the effect of showing special education to be ineffective because the many programs were not based on sound educational and instructional practices. Sabatino² says that "special education lacks a substantive curricula" and that it consequently cannot defend the term "most appropriate education." He feels this creates a "dissidence between regular and special education." This lack of curriculum makes it difficult to obtain the data necessary for monitoring the effectiveness of the process.²

According to Wiseman & Hartwell,³ special education students have been limited to programs designed to build specific skills which have been identified from individual evaluation. They feel this is "unfortunate" from the standpoint that the school is expected to pass on our historical heritage. Further, if the curriculum for the secondary schools is important for the regular student, "then it is equally important for the learning-disabled student." Without a full curricular offering they feel the LD student will remain "an educational second-class citizen."

Meyen⁴ feels there is a need to utilize the skills of curriculum specialists in the planning of special education curricula. Because this has not been true in the past he states that,

¹John J. Cawley, "Special Education: Selected Issues and Innovations," Educational Innovation: Alternatives in Curriculum and in Instruction, ed. Arthur D. Roberts (Boston: Allyn and Bacon, 1975), 164-86.

²Sabatino, pp. 9-21.

³Douglas E. Wiseman and L. Kay Hartwell (Meyers), "The Poor Reader in Secondary Schools: An Alternative Curriculum," Academic Therapy, 15, No. 5 (May 1980), 613-23.

⁴Meyen, p. 165.

The consequence is often a system of unrelated special classes with the scope of the program dependent on the numbers and ages of children. Any continuity between classes is generally achieved by accident rather than design.¹

To avoid this he adds that,

the complimentary skills of the curriculum specialist and the special educator should be employed in approaching curriculum development or curriculum revision for this portion of the school population.²

According to Poplin, in her description of curriculum development in special education and its relationship to the IEP process, the following benefits may be derived from the use of curriculum development to supplement the IEP process in special educational programs, (a) increasing teacher competence, (b) improving teacher confidence, (c) providing a sequenced continuum of goals and objectives over the students' school careers, (d) offering a wide selection of objectives so that the most appropriate ones may be selected for instruction, and (e) simplifying the selection of goals and objectives, (f) changing the focus in special education programming and services from specific handicapping conditions to educational goals and objectives.³

The advantage of this, according to Poplin, is a more sequenced program with the possibility of offering longitudinal continuity across various educational levels.

¹Ibid., p. 164.

²Ibid., p. 167

³Poplin, p. 5.

Schenkat and Battaglini feel that curriculum-based assessments derived from the regular educational program would eliminate many problems in mainstreaming special students.¹ It would further help in eliminating mismatches between diagnostic findings and instructional objectives.²

Kokoszka delineates the special problems of secondary LD students in special placement.³ He states that LD students face the same decisions as their non-handicapped peers; however, they do not always have the opportunity for similar preparation for that decision-making process. Further, they need not to feel markedly different than their peers may be critical to their success in any placement.⁴ There is no need for the current split between the special and regular educational programs. If the goal to successfully integrate the special student into a regular class is to take place, a closer relationship between special education curriculum and the general curriculum must be developed.⁵

This need for a continuity between special and regular secondary curriculum was also discussed by Retish.⁶ He states that

given the mandate of placement in the least restrictive environment, curricular decisions concerning the writing of IEPs of mainstreamed secondary handicapped students need to be

¹Schenkat and Battaglini, p. 21.

²Ibid.

³Robert Kokoszka and Jerry Drye, "Toward the Least Restrictive Environment," Journal of Learning Disabilities, 14, No. 1 (January 1981), 22.

⁴Ibid., p. 23.

⁵Ibid.

⁶Retish, pp. 235-36

formulated.... A direct impact of these IEPs should be on the curriculum at the high school level. The curriculum should be viewed in terms of the success of delivery to the mainstreamed student.

This coordination would then act to prevent special components that are nonproductive.

A study conducted in 1978, by Breuning and Regan,¹ looked at special programs for 125 high school students. From their study they concluded that with proper teaching, many special education students are capable of "acceptable performance on class objectives."

Because of the tendency of individual IEP's to be developed on a separate conceptual framework, Burrella & Sage feel they also tend to restrict any move out of special educational programming.² Therefore, for self-contained special educational programs the academic programs should parallel the regular program whenever possible.³

In his discussion of the relationship between the IEP process and minimum competency testing, Olsen⁴ states that there is a need for a tie between the goals of the special students IEP and those of the school system. According to Olsen,

the current IEP process does not allow for provision of data on a general basis that describe the status of individuals in

¹Steven E. Breuning and John T. Regan, "Teaching Regular Class Material to Special Education Students," Exceptional Children, 45, No. 3 (November 1978), 180-87.

²Leonard C. Burrella and Daniel D. Sage, Leadership and Change in Special Education, (Englewood Cliffs, N.J.: Prentice-Hall, 1979), p. 67.

³Ibid., p. 175.

⁴Olsen, p. 176.

special education programs in relationship to any common frame of reference or relative to non-handicapped children. Such isolationism often contradicts the goal to move children across the continuum of environments. If all were working from a common frame of reference such as a single master curriculum, it would be easier to move children from special to regular classes.¹

He also states that

special educators need to be more aware of public concerns for accountability and begin to relate student progress more directly to district or state curricular goals.²

Another concern he feels is that the concerns of society are not fully addressed in special education's individualization process. With the heavy dependence on "test dictated competencies" the relationship to societal concerns is slight. He feels there is a need to develop a "common core of competencies reflecting such a concern."³

Related Research Studies

current research on educational programming for the learning disabled centers around two broad categories of concern. first, the study of needs and characteristics of individual students, and the process of identifying those students. secondly, the general programatic concerns developed as a result of providing educational programs for this population. it is to the second category, that this

¹olsen, p. 178.

²ibid.

³ibid., p. 180.

review of research is directed. the search will be further narrowed to include only those studies related to the iep process and curricular concerns for such programs.

curriculum research

There is a considerable amount of reference to curricular concerns in the previously-reported literature. However there is almost no evidence of research information generated dealing with curriculum development for the learning disabled. In searching current holdings, one study was located dealing directly with this concern. In this study from the University of Tennessee, Alexander looked at the curricular approaches and development procedures being used in secondary LD programs in the state of Tennessee. The findings of this study described the preferences for various approaches or philosophies of program development. It further found that about half of the programs in Tennessee had a curriculum based on a developmental process while over 80 percent of the teachers indicated they should be using such a process.

The study recommended that all secondary LD programs in Tennessee be required to have a written curriculum based on an accepted development process. It also indicated that there is a need for further research to clarify the characteristics, strengths and weaknesses of the various curricular approaches being used.¹ Information from this study was integrated into this study to allow comparison of results.

¹D.R. Alexander, "Secondary Learning Disabilities Programs in Tennessee: A Survey of Curricular Approaches and Curriculum Development," Diss. Univ. of Tennessee, 1982.

The most abundant research on programs provided for learning disabled students include those studies devoted to the evaluation of the various public educational agencies' ability to comply with the legislated mandates of PL 94-142.¹ The most comprehensive of such studies have been carried out under federally funded grants to the research institutes. Following is a review of one such study.

Compliance Research

In October, 1980, John Pyccha of the Research Triangle Institute at the Durham, North Carolina Center for Educational Research and Evaluation published the findings of an extensive IEP study sponsored by the Office of Special Education in Washington, D.C.² Presented in seven volumes, this national study's objectives were (a) to identify factors associated with variations in the properties and contents of IEP's, (b) to describe the target population, the type of special education services provided and process whereby IEP's are developed, (c) to evaluate changes from one year to the next in significant aspects of the IEP's, and (d) to examine the extent to which services provided coincided with those specified in the IEP's.

To accomplish this task 2657 public school student IEP's and IEP's from 550 students in state/special

¹Deno, p. 92.

²John Pyccha and others, A National Survey of Individualized Educational Programs (IEP's) for Handicapped Children Vol. I: Executive Summary. (ERIC ED 199970, 1980), 21.

facilities were analysed.

Based on the results of the research they found that

1. IEP's were in place for most handicapped students
2. Most IEP's contained the elements required by PL 94-142,
3. The average length of an IEP was five pages,
4. Evaluation criteria and extent of regular educational participation were the most frequently deleted of the mandated requirements,
5. Of the 96% of students enrolled in regular schools only about 1% received all their special educational services in regular classrooms and,
6. The internal consistency, the number of short term objectives and average number of pages in the IEP's increased from the first year to the second year.

Further findings from an analysis of the study show that at least half of the IEP's were developed by the teacher alone. The remainder were developed by the teacher with the assistance of parents and other IEP committee members. From their observations reviewers drew the conclusion that the quality of the IEP document was dependent on the abilities of the person developing the document.

Questions to be answered by the analysis of the study's data included:

1. What do IEPs look like?
2. What kinds of information do IEPs contain?
3. How is information presented in IEPs?
4. Who participates in the development and approval of IEPs?
5. What types of special education and related services are specified in IEPs?
6. How informative and internally consistent are IEPs?

7. In what service settings, and for what proportion of the academic week, do students receive special education services?

8. What are the characteristics of students who have IEPs and are enrolled in public schools, and of the schools and school districts in which they are enrolled?

9. How do the types, service settings, and amounts of special education services specified in IEPs vary by selected student, school, and school district characteristics?

10. How do the formats, properties, contents, and development processes of IEPs vary by selected student, school, and school district characteristics?

Research on Teaching Process

Various teaching approaches have been developed for instructional programs for the learning disabled. Included are those with the basic philosophy of tutoring the student through the regular curricular objective, the teaching of functional survival skills, the remediation of basic skills deficits, the development of specific learning processes and a work study or vocational emphasis.

These approaches have been identified and studied by many professionals. Reported studies have ranged from the delineation of the effectiveness of each to a comparison of their percent of use. Following is a summary of a few of these reports.

In a report of a 1979 study of teaching approaches used in LD programs, five approaches were identified by Deshler, Lowrey and Alley as (a) Functional Curriculum Approach, (b) Basic Skills Remediation Approach, (c) Tutorial Approach,

(d) Work Study Approach, and (e) Learning Strategies Approach.¹ The approach most frequently used, according to this survey, was the Basic skills which was used almost twice as often as any other. In order of their usage next was the Tutorial, Functional with Work Study and Learning Strategies used very little.

In another study, reported in 1977, the most frequently used of the teaching processes for secondary LD students were the remediation of deficits in the learning process and basic academic skills. The least used was the prevocational or vocational skills approach. This study further reported the need for a wide range of techniques to be used in order for effective programming to take place.²

A definitive report on all facets of these five approaches was compiled by Alexander in her 1982 study of LD programs in Tennessee.³ After review of each of the five, Alexander developed an approach based on the combining of several approaches which she termed the eclectic approach.⁴ This approach was added to those previously mentioned in her study of Tennessee programs. She did not, however, include the eclectic approach directly in her data collection. Her findings show academic remediation the most frequently used approach at 26 percent with career education second at 17 percent. No incidence of process remediation were identified.⁵

¹Donald D. Deshler, Nancy Lowrey and Gordon R. Alley, "Programming Alternates for LD Adolescents: A Nationwide Survey," Academic Therapy, 14, No. 4 (March 1979), 389-97.

²Janet W. Lerner, Mary Ann Evans, and Gertrude Meyers, "LD Programs at the Secondary Level: A Survey," Academic Therapy, 13, No. 1 (Sept. 1977), 7-11.

³Alexander, pp. 15-59

⁴Ibid., p. 62.

⁵Ibid., p. 115.

For the purposes of this study, the descriptors from Alexander's study combined with those obtained from the Iowa Department of Public Instruction were used in an effort to make data from this study more useful and comparable to existing data regarding LD programming.

Future of IEP Process

In discussing the future of the IEP process, Hannifen & Barrett state that the federal support through PL94-142 was intended to initiate the new support programs and not to provide them forever.¹ If funding returns to a local level, these programs will not survive unless they have been adequately integrated into the total school system's program and those still on the periphery will fail.²

Currently, many of these support programs are growing further apart, because of differing procedures and instructional priorities, from the sponsoring system.³ "While separate emphasis is justifiable," the differences in standards and procedures are causing legal and administrative problems that leave a gap between support and governing systems.⁴ The recommendation of these authors is the systematization of curriculum procedures across the entire school system so that all possess the same overriding structure.

In referring to the implementation of PL 94-142, the Handbook of Special Education, 1981, states

This law is still in the process of being implemented. There continue to be major philosophical questions regarding the definition of "appropriate education."⁵

¹Hannifen and Barrett, p. 33.

²Ibid. ³Ibid. ⁴Ibid. ⁵Ibid., p. 34.

⁶James M. Kaufman and Daniel P. Hallahan, ed. Handbook of Special Education (Englewood Cliffs, N.J.:Prentice-Hall 1981), p. 301.

Even though at the onset, special education was received with "awe and gratitude", it now is affected by the same increased need for accountability as general educational programs have felt. This "accountability" movement addresses the quality of the education received.¹

The 1981 Handbook lists the following as arguments in favor of curriculum usage in IEP preparation:

ready-made teaching sequences or objectives are more detailed, more systematically derived and/or empirically validated, and better dovetailed with their accompanying teaching materials.²

Additionally, they may provide for criterion-referenced checklists which facilitate record keeping.³

Need for Substantive Research

A considerable amount of discussion in the literature relates to the need for research in the area of the substantive validity of the IEP process in providing educational programs to the learning disabled student. This discussion indicates a need for research to catch up with educational realities.⁴

According to Gerber, the need for evaluation is related to any "discrepancies between the intended and actual

¹Ibid., p. 347

²Ibid., p. 356

³Ibid.

⁴Chandler, "Teaching LD Students in the Public Schools: A Return to the Closet?," p. 482.

effects of PL 94-142.¹ He further states that there is a lack of evidence that the costly IEP process has improved educational effects in any meaningful manner.² With PL 94-142 under attack, the empirical information is necessary.³

This need to have evaluative information, beyond that of a compliance with the legal parameters, is further stated by many writers. In a study designed to evaluate the cost of IEP production, Price and Goodman concluded that it was an expensive process⁴ in need of being "streamlined" in order to provide more time for direct student instruction and to relieve the demands made on teachers personal time.⁵ They further stated a need for the questioning of the quality of the documents being produced.⁶

The validity of the IEP process for the learning disabled is questioned in the analysis of a study by Schenck, 1981. The study indicated the failure to account for the entire educational program for the student, that the relationship of goals to assessment was weak, and a failure to adapt to regular goals and objectives in any formal manner for those in shared placement was missing. This led to the conclusion that the IEP process was ambiguous in its attempt to provide an effective education program.⁷

¹Gerber, p. 49.

²Ibid.

³Ibid.

⁴Price and Goodman, p. 45.

⁵Ibid., p. 253.

⁶Ibid., p. 446.

⁷Schenck, pp. 221-23

Schenkat and Battaglini in an analysis of the IEP as a "great experiment" state that there is a need for further research in order to prove the "appropriateness of the experiment."¹ Areas of concern they expressed included overall goals, short term enabling objectives, specification of objectives mastery criteria, materials to be used and staff responsibility. The efficacy of the entire process is, in fact, questioned.

In a study designed to evaluate the effectiveness of a program to train IEP developers, Maher found the following (a) lack of understanding of essential IEP elements, (b) deficits in formulation of goals and objectives, and (c) difficulties in clarity of communication in written IEP's, among those designated to do the actual developing.² This study, like that of Schenck, 1981, found several components missing in the IEP's surveyed. Tymitz-Wolfe indicates IEP ineffectiveness when she describes substantive weaknesses of the the IEP due to the fact that teachers are ask to prepare and implement these documents with an inadequate training background.³

Nadler & Share feel "substantive monitoring" of the IEP is necessary in order to ensure the effectiveness of the process. Failure to do this could lead to the perpetuation

¹Schenkat, pp. 19-21.

²Charles A. Maher, "Training Special Service Teams to Develop IEP's," Exceptional Children, 47, No. 3 (November 1980), 206-11.

³Tymitz-Wolf, pp. 198-201.

of inappropriate or ineffective educational programs. Of further concern was the fact that the process would be a burden rather than an asset.¹

In a commentary on an attempt to wipe out PL 94-142, McGuire defines the justification for substantive evaluation. He indicates a need for more effective implementation and a definitive evaluative procedure in order to ensure the future existence of the law itself.² According to Bennett on this subject,

Because the IEP is of such major importance to the education of handicapped children, it is critical that school personnel and parents have access to information about quality and progress of the IEP effort.³

IEP Process Evaluations

As with any innovation, the implementation of PL 94-142 and the accompanying IEP needs a system of evaluation of the processes effectiveness. This process of evaluation should include (a) development of a conceptual model, (b) identification of key issues, (c) gathering of emperical data to support the above, (d) definition of the specifics of current practice, and (e) making of recommendations for further actions and directions.⁴

¹Nadler and Shore, pp. 30-34.

²Willard McGuire, "The Heart of the Law," NEA Today, 1, No. 5 (March 1983), 2.

³Bennett, p. 91.

⁴Turnbull, Leonard, and Turnbull, p. 32.

This information is needed to counter the doubts being raised regarding educational planning.¹ These doubts and criticisms are partially based on lack of evidence to support the IEP as an educational improvement and, consequently, whether the programs provided therein are more appropriate.² This evaluative procedure should identify particular parts of the IEP process that are in need of change³ by comparing the process to a set of conventional standards.⁴ This need for conventional standards is reinforced in the evaluative processes recommended by Stake.⁵ He states that an important part of evaluation in education is comparison to some set of identified "standard of excellence." This "relative" evaluation added to the actual measurements from "absolute" evaluation procedures would then constitute an effective base for making educational decisions.

Curriculum Development Theory

Curriculum Definition

The definition of curriculum is a many-faceted study in confusion. There are as many definitions as writers, and though each overlaps, they are all very individual in their message. As a support to the definition of curriculum given in Chapter I the following review is offered.

¹Schenkat and Battaglini, p. 20.

²Gerber, p. 49.

³Bennett, p. 92.

⁴Ibid., p. 95.

⁵Robert E. Stake, "The Countenance of Educational Evaluation," Teachers College Record. 68, No. 7 (April 1967), 523-40.

From Robert Gagne comes a definition of curriculum as a sequence of content units arranged in such a way that the learning of each unit may be accomplished as a single act, provided the capabilities described be specified and prior units have already been mastered by the learner.¹

The following definitions take a broader view of what curriculum includes. Saylor calls curriculum

a plan for providing sets of learning opportunities to achieve broad educational goals and related specific objectives for an identifiable population served by a single school center.²

And Taba says it is "....a way of preparing young people to participate as productive members of our culture."³

From Louise Berman comes the most complex definition of all. She states that

Curricula are vehicles by which matches can be achieved between persons and settings. Curricula involves the intentional utilizations of time, space, persons and materials within settings so that individuals have opportunities to learn and to make sense out of what they already know; to sort out feelings, values, and

¹Ralph W. Tyler, Robert Gagne and Michael Scriven, Perspectives of Curriculum Evaluation, AERA Monograph Series in Curriculum Evaluation, No. 1 (Chicago: Rand-McNally, 1967), p. 23.

²J.G. Saylor and W.M. Alexander, Curriculum Planning Better Teaching and Learning, (New York: Holt, Rinehart, and Winston, 1974), p. 24.

³Hilda Taba, Curriculum Development: Theory and Practices, (New York: Harcourt, Brace, Jovanovich, 1962), p. 10.

commitments; to map out new directions, and to travel paths individuals lay out for themselves. Curricula provide opportunities for persons to move from closed to more open modes of thought, to search for ways to transcend constraints, and for persons to find solutions to life's baffling problems.¹

The preceding definitions are given as an explanation for the author's development of a specific definition for this study. Without a specific description of what is meant by curriculum, interpretation of this study would be impossible.

Curriculum Development

As a basis for the questionnaire on curriculum development as a supplement to the IEP process, several theories of curriculum development were reviewed in order to attain information from which various questions could be formulated. The following is a short review of those theories.

In his book, Basic Principles of Curriculum and Instruction, Tyler described curriculum as a systematic process that developed from these questions.

1. What educational purposes should the school seek to attain?
2. What educational experiences can be provided that are likely to attain these purposes?
3. How can we determine whether these purposes are being attained?²

¹Louise M. Berman, "Persons, Settings and Curriculum" presented at the World Conference on Education, Istanbul, Turkey, 1977.

²Ralph W. Tyler, Basic Principles of Curriculum and Instruction, (Chicago:Univ. of Chicago Press, 1949), p. 1.

These principles, though often attributed to Tyler, are more a synthesization of many previous ideas including those of Dewey, Giles, McCutchen; Zechiel Taba, and others.¹ Tyler's model is significant because of its impact on teacher training. His model is used in nearly every graduate text; and to date no paradigm has really replaced it. According to Toomey, Tyler's model is still the most prevalent model used in the planning of curriculum development.²

Taba described several steps that should be involved in curriculum development. These include (a) diagnosis of needs, (b) formulation of needs, (c) selection of content, (d) organization of content, (e) selection of learning experiences, (f) organization of learning experiences, and (g) evaluation.³

She further states that "society's concept of the function of the public school determines to a great extent what kind of curriculum schools will have."⁴ She further states that society has no agreed-upon idea as to what that function should be further complicating the curriculum development process.

In relation to the current emphasis on individual development she describes differences of opinions as to emphasis of curriculum (i.e., intellectual development, personal-social development, etc.)⁵ This particular controversy is evident in the variety of philosophies

¹Mitzel, p. 416.

²Ron Toomey, "Teacher's Approaches to Curriculum Planning: An Exploratory Study," Curriculum Inquiry, 7, No. 2 (Summer 1977), 121.

³Taba, p. 12.

⁴Ibid., p. 16.

⁵Ibid., p. 17.

inherent in special education. These were discussed in more detail in the section on Research on the Teaching Process.

In "Who planned the Curriculum?", Saylor delineates the following considerations for designing curriculum for the individual student or a group of students: (a) definition of the philosophical purposes of school, (b) psychological nature: characteristics of the student(s), (c) sociological setting of school, and (d) cultural traditions, mores, beliefs, values, and aspirations of the nations.¹

Tanner & Tanner describe curriculum development as an interactive process between the social forces and problems of society, search and application of knowledge, content and context of subject matter and the learner.² The philosophy of the curriculum developers will determine how each source influences the final product.³ If no guiding philosophy is developed the resulting product ends to become "a combination of traditional practices and more immediate expediencies."⁴ Thus, Tanner & Tanner emphasize a need for definitive effort at the beginning of any project to develop an effective philosophical structure to guide the total project. This need is strongly developed in Tyler's work also.⁵

A more research oriented model of curriculum development is presented by Klein. Klein indicates that curriculum development is more complex than the aforementioned models and that it must "be dealt with all its

¹Galen J. Saylor, Who Planned the Curriculum? (W. Lafayette, IN: Kappa Delta Pi Press, 1982), p. 1.

²Daniel Tanner, Laurel N. Tanner, Curriculum Development: Theory into Practice, (New York: Macmillan, 1975), p. 62.

³Ibid., p. 63.

⁴Ibid., p. 64.

⁵Mitzel, p. 42.

complexity, not with simplistic approaches."¹ Klein stated that the model developed by Goodlad, 1977, served not only as a research tool but as a model for the development process itself.² This multidimensional model, with three interactive parts, is the most complex of those.

The three areas, qualitative factors, curriculum perspective and curriculum elements are divided into the following dimensions that are interactive with all other dimensions:

<u>Curriculum Perspectives</u>	<u>Curriculum Variables</u>	<u>Curriculum Factors</u>
Ideal	Goals & Objectives	Description
Formal	Materials	Decision Making
Instructional	Content	Rationale
Operational	Learning Activities	Priorities
Experiential	Teaching Strategies	Attitudes
	Evaluation	Appropriateness
	Grouping	Comprehensiveness
	Time	Individualization
	Space	Facilitators ³

According to Klein, the curriculum variables are what curriculum developers usually manipulate when planning curricula. However, it is his opinion that factors in the other two should be considered as part of both the development and evaluative process.⁴

¹M. Frances Klein, "The Use of a Research Model to Guide Curriculum Development," Theory into Practice, 22, No. 3 (Summer 1983), p. 198.

²Ibid.

³Ibid., p. 199.

⁴Ibid., pp. 201-2.

To summarize what is happening today in curriculum development, Taba states that there is no "clear cut methodology of thinking and planning."¹ Most learning experiences are selected because of tradition, legislative pressure and convenience with little that is clear in the organization.

Summary

Information in this chapter provides the historical and philosophical context for this study. It began by tracing briefly the development of educational programming for learning disabled students. It then developed a comprehensive view of the problems inherent in the current programming model developed under PL 94-142 delineating problematic areas. A short view of current research related to IEP implementation followed. A review of future needs in relation to the IEP process followed.

To help form a basis for the study, a review of general curriculum information including curriculum definition, curriculum development models, and teaching approach information related to current LD programming was included.

The following is a summary of ideas that need emphasis for the purposes of this study:

1. The IEP is central to the programming for LD students and as such replaces any existing curriculum.

2. The IEP process as it is designed has several problematic areas.

¹Taba, p. 7.

3. There is a need for curriculum for the LD student to have a direct relationship to that of the regular educational programs.

4. For special programming to succeed it must become more efficient in it's use of professional teacher time and effort.

5. There is an identified need for curriculum development to be a part of the IEP process.

6. There is a current lack of studies of the substantive validity of educational programs provided by the IEP process largely due to its individualized and separate nature.

7. There are identifiable teaching approaches in use for LD Programs.

8. There is a lack of information regarding the incidence of curriculum development in LD programs.

9. The curriculum development process has identifiable components.

CHAPTER THREE

Methods and Procedures

Introduction

The purpose of this study was to gather information about curriculum usage in educational programs for the learning disabled in the state of Iowa during the 1983-84 school year. Data collected included opinions regarding the thrust such development should take and a state-of-the-art survey of current curriculum usage and development. In Chapter III the methods used to achieve this purpose are discussed.

Population

To obtain the data and professional opinions, two survey groups were selected. Teachers in learning disabilities programs as well as supervisors of consultants from the fifteen Area Education Agencies in the state of Iowa during the 1983-84 school year were chosen. It was assumed they would be the most knowledgeable regarding programs with specific curricula in existence. Also, they would be involved in any decision-making processes relating to the development of new curricula for LD students.

Lists of these persons, in the form of mailing labels, were purchased from the State Department of Public Instruction. The list of supervisors was used without sampling because it contained the total population of this group. The list of 1230 teachers was separated into three primary sampling units: elementary, junior high/middle school, and senior high.

From the sampling unit lists, teachers of public school programs only, were selected. The lists were further reduced by random selection procedures to one teacher per district, per sampling unit, leaving a total sample of 555 teachers. The total distribution follows: elementary, 253, junior high/middle school, 87, and senior high, 25. It was determined to be impractical to use this total reduced population because of its size.

A survey sample was selected by a sampling formula developed by Cochran.¹ In order to use this formula, criteria for degree of confidence and bound had to be specified. The bound, or percentage, by which the sample estimates could vary in either direction from the true population parameters, was set at five percent. The degree of confidence level for the results was set at ninety percent.

Using these limits, Cochran's formula was applied to each primary sampling unit of teachers giving the following survey sample sizes.

¹W.G. Cochran, Sampling Techniques, 3rd ed. (New York: John Wiley and Sons, 1979), pp. 75-76.

Table 1

Original Population and Sample Selected by Subgroups

Subgroup	Population	Selected Sample	% of Population
Elementary	253	130	51.38
Junior High/Middle	87	66	75.86
Senior High	215	120	55.81
AEA Supervisors	<u>15</u>	<u>15</u>	100.00
TOTAL	570	331	

This created a total teacher sample size of 316 with each level proportioned to its original size.

The sample population of supervisors of learning disability programs in the fifteen Area Education Agencies was not reduced because the total population was small enough to be used in the research project. The total survey sample, including teachers and supervisors, yielded a total of 331 potential respondents.

:

Instrumentation

Survey sample size was too large for individual interviews to be feasible so a mailed questionnaire was used. Guidelines for questionnaire development were taken from Babbie (1979).¹

:

¹Earl R. Babbie, The Practice of Social Research 2nd ed. (Belmont, CA: Wadsworth Pub. Co., 1979), pp 315-53.

Three versions of the questionnaire were presented to Drake University staff as well as to local learning disability teachers. With each presentation, items were clarified and format changed to make the instrument more understandable, complete, and effective.

Questionnaire Development

Item development was based on categories from existing theories related to curriculum. In the development of the questionnaire, consideration was given primarily to the inclusion of those components of curriculum based on a Tylerian model of development and analysis.¹ Rationale for this rests on the need for data to be as complete in its coverage as is possible. A model as widely used and understood as Tyler's seemed applicable and appropriate to this process.

The following chart shows the relationship of Tyler's model to specific research questions. These questions may be found in Appendix A.

Tyler Categories	Survey Questions
I. Purpose (Aim, Intent, Goals, & Objectives)	#6, #7, #8, #17
II. Content (Nature of content, method of choice, method of presentation)	#6, #7, #8, #9, #10, #11, #14

¹Mitzil, p. 423.

- III. Organization (Scope
and Sequence, Instruction,
Methodologies
Environmental Consider-
ations) #4, #5, #9, #17,
#8, #10, #12, #15
- IV. Evaluation (Individual
Student & Program) #12, #13, #17,
#16

Procedures

Questionnaires with a cover letters (sample in appendix a) explaining their intent were mailed on October 27, 1983, with the request that they be returned by November 10, 1983. on November 10th questionnaires were still arriving at a rate of ten or more per day, so follow-up letters were not mailed until November 26, 1983. Two additional weeks are allowed for arrival of responses.

The original survey sample size was 331; usable sample size was 322. One letter was returned as "undeliverable", and seven questionnaires were returned because the teachers were either no longer employed, or no longer in learning disability classes. Table 2 shows the percentage of questionnaires returned.

Table 2

Percentage of Sample Responding by Subgroup

Subgroup	Selected Sample Size	# of Returns	% of Return
Elementary	130	85	65.38
Junior High/ Middle School	66	40	60.61
Senior High	120	75	62.50
AEA Supervisors	15	8	53.33
TOTAL	331	208	62.28

Treatment of Data

questionnaires were coded with an identification number so that a master list of the actual survey sample could be marked for use in preparing the follow-up letters. those not responding to the initial mailing received a follow-up letter as noted earlier. as questionnaires were received they were evaluated to identify usable returns.

responses to the opinion section were converted from the letter form responses to numerical designators for access to a computer program. the numerical designators assigned were as follows: strongly agree=+3, agree=+2, undecided=0, disagree=-2, strongly disagree=-3. this was done in order that opposing responses would influence the calculated mean proportionally.

Statistical analysis applied to the data were as follows:

- (1) Calculation of the mean and standard deviation by total group and subgroups for each statement in Part A.
- (2) Calculation of Chi-square test of independence, calculated for all statements in Part A with a paired analysis for any statement with a significant calculated χ^2 .
- (3) Analysis of responses in Part B by frequency and percentage of subgroup and total group.
- (4) Reporting of respondent comments by categories related to the study questions.

The Chi-square technique was chosen as a means of identifying the independence of responses from subgroup membership on the opinionnaire section because of its appropriateness in analysis of data not derived from any experimental manipulation.¹ Assumptions necessary for use of Chi-square were met in that samples were randomly selected from a larger population and the various data points were independent observations.²

Frequencies were combined for the responses of Strongly Agree and Agree, and also for Disagree and Strongly Disagree,

¹H.O. Lancaster, The Chi-squared Distribution, (New York:John Wiley and Sons, 1969), p. 161.

²Chester H. McCall, Jr., Sampling and Statistics Handbook for Research (Ames, IA:Iowa State Univ. Press, 1982), p. 178.

in order to eliminate expected frequencies below five.¹ This left some expected frequencies below that level; however, it did bring that number below one-third as suggested by Lancaster.²

¹N. M. Downie and R. W. Heath, Basic Statistical Methods, 3rd ed. (New York: Harper and Row, 1970), p. 105.

²Lancaster, p. 175.

CHAPTER FOUR

INTRODUCTION

This study was designed to gather descriptive information regarding the state of curriculum development in educational programs for the learning disabled in the State of Iowa. It also investigated the philosophical stance of professionals regarding curriculum development for this population. A survey population was defined, a sample drawn, and data gathered by means of a questionnaire. This chapter reports the resulting data, and statistical analysis, as well as comments of the respondents regarding the survey of current curriculum development needs and practices.

SURVEY RESULTS FOR PART A

Opinionnaire Data Presentation

Questions in Part A, the opinionnaire, were designed to answer the question, "What are the prevailing attitudes of professionals regarding the thrust of curricula for the learning disabled?" Data from responses to this section are summarized by individual statement in the following tables. Responses reported as frequencies, percentages, mean weighted response and standard deviation of population sample for all subgroups of the survey population as well as for the total survey population. Responses were weighted as follows: Strongly Agree=+3, Agree=+2, Undecided=0, Disagree=-2, and Strongly Disagree=-3, in order to give proportional weight to each respondent's choice.

The perceived effectiveness of the IEP process in providing a comprehensive general education for LD students indicated that elementary and senior high teachers were more positive than junior high/middle school teachers or AEA supervisors. However, the main overall response of 0.54 shows the IEP was generally held to be effective. Table 3 illustrates the results of the analysis regarding this statement.

Table 3
Perceived Effectiveness of the IEP Process in
Providing a Comprehensive General Edu-
cation of LD Students

	ELEM TEACHER 85	JR. HI. TEACHER 38	SR. HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	6	5	10	21.00	1	22.00
PERCENT	7.06	13.16	13.33	10.61	12.50	10.68
AGREE	30	15	35	80.00	4	84.00
PERCENT	35.29	39.47	46.67	40.40	50.00	40.78
UNDECIDED	20	2	12	34.00	1	35.00
PERCENT	23.53	5.26	16.00	17.17	12.50	16.99
DISAGREE	23	13	17	53.00	2	55.00
PERCENT	27.06	34.21	22.67	26.77	25.00	26.70
STRONGLY DISAGREE	6	3	1	10.00	0	10.00
PERCENT	7.06	7.89	1.33	5.05	0.00	4.85
MEAN	0.16	0.26	0.84	0.44	0.88	0.46
STANDARD DEVIATION	1.94	2.21	1.85	2.14	1.96	2.60

With regard to whether current IEP practices assure the re-entry of LD students into the mainstream of education, the mean response of teachers as a total group was +0.44, indicating slightly more teachers felt current practices assured re-entry than those who did not. Analysis of AEA Supervisors indicated a slightly stronger tendency to agree with a mean response of +0.88. Table 4 reports the results on this item.

Table 4
Perceived Effectiveness of IEP Process in Assuring
Re-entry of LD Students to the Mainstream of
Education

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	6	5	10	21.00	1	22.00
PERCENT	7.06	13.16	13.33	10.61	12.50	10.68
AGREE	30	15	35	80.00	4	84.00
PERCENT	35.29	39.47	46.67	40.40	50.00	40.78
UNDECIDED	20	2	12	34.00	1	35.00
PERCENT	23.53	5.26	16.00	17.17	12.50	16.99
DISAGREE	23	13	17	53.00	2	55.00
PERCENT	27.06	34.21	22.67	26.77	25.00	26.70
STRONGLY DISAGREE	6	3	1	10.00	0	10.00
PERCENT	7.06	7.89	1.33	5.05	0.00	4.85
MEAN	0.16	0.26	0.84	0.44	0.88	0.46
STANDARD DEVIATION	1.94	2.21	1.85	2.14	1.96	2.60

The supplementation of the IEP process in an effort to gain longitudinal continuity for individual student program objectives was reported as a perceived need by a majority of respondents in all subgroups. Table 5 reports these results

Table 5
Perceived Need to Supplement Current Practices to
Assure Longitudinal Continuity of Individual
Program Objectives

	ELEM TEACHER 85	JR. HI. TEACHER 38	SR. HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	13	4	12	29.00	3	32.00
PERCENT	15.29	10.53	16.00	14.65	37.50	15.53
AGREE	42	24	40	106.00	3	109.00
PERCENT	49.41	63.16	53.33	53.54	37.50	52.91
UNDECIDED	15	5	15	35.00	0	35.00
PERCENT	17.65	13.16	20.00	17.68	0.00	16.99
DISAGREE	12	4	6	22.00	1	23.00
PERCENT	14.12	10.53	8.00	11.11	12.50	11.17
STRONGLY DISAGREE	3	1	2	6.00	1	7.00
PERCENT	3.53	2.63	2.67	3.03	12.50	3.40
MEAN	1.06	1.29	1.31	1.20	1.25	1.20
STANDARD DEVIATION	1.77	1.59	1.57	2.98	2.37	4.08

The perceived need to use regular program objectives to assure maximum re-entry opportunities shows continuity among subgroups. A mean response of +0.37 indicates a tendency to agree with the statement. Table 6 reports the results of responses to this statement.

Table 6
Perceived Need to Use Regular Program Objectives
Assure Maximum Re-Entry Opportunities

TOTAL	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	12	2	7	21.00	1	22.00
PERCENT	14.12	5.26	9.33	10.61	12.50	10.68
AGREE	30	15	27	72.00	3	75.00
PERCENT	35.29	39.47	36.00	36.36	37.50	36.41
UNDECIDED	18	6	17	41.00	2	43.00
PERCENT	21.18	15.79	22.67	20.71	25.00	20.87
DISAGREE	23	14	20	57.00	2	59.00
PERCENT	27.06	36.84	26.67	28.79	25.00	28.64
STRONGLY DISAGREE	2	1	4	7.00	0	7.00
PERCENT	2.35	2.63	5.33	3.54	0.00	3.40
MEAN	0.52	0.13	0.31	0.36	0.63	0.37
STANDARD DEVIATION	1.94	1.96	1.94	2.03	1.92	2.29

Table 7 shows that all subgroups strongly disagree with the statement that IEP's for LD students should be based on the same curricular objectives as regular students placed at the same grade level. Disagreement with the statement was 71.4 percent of all those responding while agreement was only 24.3 percent. Table 7 reports the results on this item.

Table 7

Perceived Need for LD Student IEP's to be Based
on the Same Curricular Objectives as Regular
Students Placed at the Same Grade Level

	ELEM TEACHER	JR.HI. TEACHER	SR.HI TEACHER	TOTAL TEACHER	AEA	SURVEY TOTAL
TOTAL	85	38	75	198	8	206
STRONGLY AGREE	5	2	1	8.00	0	8.00
PERCENT	5.88	5.26	1.33	4.04	0.00	3.88
AGREE	16	4	20	40.00	2	42.00
PERCENT	18.82	10.53	26.67	20.20	25.00	20.39
UNDECIDED	3	2	3	8.00	1	9.00
PERCENT	3.53	5.26	4.00	4.04	12.50	4.37
DISAGREE	44	18	40	102.00	3	105.00
PERCENT	51.76	47.37	53.33	51.52	37.50	50.97
STRONGLY DISAGREE	17	12	11	40.00	2	42.00
PERCENT	20.00	31.58	14.67	20.20	25.00	20.39
MEAN	-1.08	-1.53	-0.93	-1.11	-1.00	-1.11
STANDARD DEVIATION	2.01	1.84	1.95	3.12	2.07	3.96

Table 8 shows responses to the statement that regular grade level objectives are appropriate to the development of LD student programs if modified teaching strategies and suitable materials are used. With adaptations on the regular grade level objectives, 62.6 percent of the total respondents felt these objectives could be used for LD students in contrast to the 71.4 percent who disagreed with their usage in the previous statement when no mention of adaptations was made.

Table 8

Perceived Need to Use Regular Grade Level Objectives
With Modified Teaching Strategies and Material
Suitable to LD Students Needs

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	23	8	23	54.00	2	56.00
PERCENT	27.06	21.05	30.67	27.27	25.00	27.18
AGREE	26	14	32	72.00	1	73.00
PERCENT	30.59	36.84	42.67	36.36	12.50	35.44
UNDECIDED	5	5	5	15.00	3	18.00
PERCENT	5.88	13.16	6.67	7.58	37.50	8.74
DISAGREE	25	6	14	45.00	1	46.00
PERCENT	29.41	15.79	18.67	22.73	12.50	22.33
STRONGLY DISAGREE	6	5	1	12.00	1	13.00
PERCENT	7.06	13.16	1.33	6.06	12.50	6.31
MEAN	0.62	0.66	1.36	0.91	0.38	0.89
STANDARD DEVIATION	2.27	2.21	1.88	2.75	2.20	3.02

Table 9 indicates disagreement (51.9 percent) with the statement that the LD student IEP's should be based on curricular objectives developed exclusively for that population. Of the subgroups, elementary teachers and AEA Supervisors indicated the strongest disagreement rate with this statement while only 31.6 percent of Junior high/middle school teachers disagreed.

Table 9

Perceived Need to Base LD Student IEP's on Curricular Objectives Developed Exclusively for that Population

	ELEM TEACHER	JR. HI. TEACHER	SR. HI TEACHER	TOTAL TEACHER	AEA	SURVEY TOTAL
TOTAL	85	38	75	198	8	206
STRONGLY AGREE	4	2	5	11.00	1	12.00
PERCENT	4.71	5.26	6.67	5.56	12.50	5.83
AGREE	13	16	21	50.00	0	50.00
PERCENT	15.29	42.11	28.00	25.25	0.00	24.27
UNDECIDED	11	8	16	35.00	2	37.00
PERCENT	12.94	21.05	21.33	17.68	25.00	17.96
DISAGREE	52	10	31	93.00	3	96.00
PERCENT	61.18	26.32	41.33	46.97	37.50	46.60
STRONGLY DISAGREE	5	2	2	9.00	2	11.00
PERCENT	5.88	5.26	2.67	4.55	25.00	5.34
MEAN	-0.95	0.32	-0.15	-0.40	-1.13	-0.43
STANDARD DEVIATION	1.77	1.92	1.91	1.95	2.03	2.42

On the question of basing LD student IEP's on the regular program objectives to the maximum extent possible, 74.3 percent of the total respondents agreed with the statement to some extent. Strongest agreement was indicated by elementary teachers. Table 10 is a summary of responses to this question.

Table 10
Perceived Need to Base LD Student IEP's on Regular
Program Objectives to the Maximum
Extent possible

TOTAL	ELEM TEACHER 85	JR. HI. TEACHER 38	SR. HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	19	8	19	46.00	3	49.00
PERCENT	22.35	21.05	25.33	23.23	37.50	23.79
AGREE	51	18	33	102.00	2	104.00
PERCENT	60.00	47.37	44.00	51.52	25.00	50.49
UNDECIDED	3	4	8	15.00	2	17.00
PERCENT	3.53	10.53	10.67	7.58	25.00	8.25
DISAGREE	12	6	14	32.00	0	32.00
PERCENT	14.12	15.79	18.67	16.16	0.00	15.53
STRONGLY DISAGREE	0	2	1	3.00	1	4.00
PERCENT	0.00	5.26	1.33	1.52	12.50	1.94
MEAN	1.59	1.11	1.23	1.36	1.25	1.35
STANDARD DEVIATION	1.57	1.94	1.86	3.12	2.12	4.22

Table 11 indicates a strong tendency to disagree with the statement that LD student IEP's should be based on regular program objectives in all areas except reading and mathematics. When the areas of mathematics and reading are deleted from the regular program objectives, there is a shift in the response pattern from agree to disagree.

Table 11

Perceived Need to Base LD Student IEP's on Regular
Program Objectives in all Areas Except
Mathematics and Reading

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	0	1	3	4.00	0	4.00
PERCENT	0.00	2.63	4.00	2.02	0.00	1.94
AGREE	11	4	7	22.00	0	22.00
PERCENT	12.94	10.53	9.33	11.11	0.00	10.68
UNDECIDED	9	7	20	36.00	2	38.00
PERCENT	10.59	18.42	26.67	18.18	25.00	18.45
DISAGREE	58	23	37	118.00	4	122.00
PERCENT	68.24	60.53	49.33	59.60	50.00	59.22
STRONGLY DISAGREE	7	3	8	18.00	2	20.00
PERCENT	8.24	7.89	10.67	9.09	25.00	9.71
MEAN	-1.35	-1.16	-1.00	-1.18	-1.75	-1.20
STANDARD DEVIATION	1.48	1.59	1.64	2.81	1.17	4.35

Tables 12 and 13 summarize the responses to the statements regarding the need to use a developmental sequence as a basis for LD student IEP's in the areas of mathematics and reading. Both statements elicited some disagreement and a slightly larger number of undecided responses.

Table 12

Perceived Need to Use Developmental Sequence as a
Basis for LD Student IEP's in Reading

TOTAL	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	34	14	20	68.00	1	69.00
PERCENT	40.00	36.84	26.67	34.34	12.50	33.50
AGREE	44	18	44	106.00	4	110.00
PERCENT	51.76	47.37	58.67	53.54	50.00	53.40
UNDECIDED	5	4	8	17.00	2	19.00
PERCENT	5.88	10.53	10.67	8.59	25.00	9.22
DISAGREE	2	2	3	7.00	1	8.00
PERCENT	2.35	5.26	4.00	3.54	12.50	3.88
STRONGLY DISAGREE	0	0	0	0.00	0	0.00
PERCENT	0.00	0.00	0.00	0.00	0.00	0.00
MEAN	2.19	1.95	1.89	2.03	1.13	2.00
STANDARD DEVIATION	0.99	1.29	1.16	4.16	1.64	5.30

Table 13

Perceived Need for LD Student IEP's to be Based
On a Developmental Sequence of Mathematics
Skills

	ELEM TEACHER	JR. HI. TEACHER	SR. HI TEACHER	TOTAL TEACHER	AEA	SURVEY TOTAL
TOTAL	85	38	75	198	8	206
STRONGLY AGREE	36	12	23	71.00	1	72.00
PERCENT	42.35	31.58	30.67	35.86	12.50	34.95
AGREE	43	22	42	107.00	4	111.00
PERCENT	50.59	57.89	56.00	54.04	50.00	53.88
UNDECIDED	4	2	7	13.00	2	15.00
PERCENT	4.71	5.26	9.33	6.57	25.00	7.28
DISAGREE	2	2	3	7.00	1	8.00
PERCENT	2.35	5.26	4.00	3.54	12.50	3.88
STRONGLY DISAGREE	0	0	0	0.00	0	0.00
PERCENT	0.00	0.00	0.00	0.00	0.00	0.00
MEAN	2.24	2.00	1.96	2.09	1.13	2.05
STANDARD DEVIATION	0.97	1.19	1.16	4.27	1.64	5.41

Table 14 summarizes responses to the statement that LD Student IEP's at the K-8 level should be based on regular program objectives. There was an ambivalence in the response pattern on this statement with 39.8 percent agreeing to the need while 38.8 percent disagreed. There were 21.4 percent undecided on this statement.

Table 14
Perceived Need for LD Student IEP's to be Based
on Regular Program Objectives at the K-8
Level

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	5	1	3	9.00	0	9.00
PERCENT	5.88	2.63	4.00	4.55	0.00	4.37
AGREE	33	9	29	71.00	2	73.00
PERCENT	38.82	23.68	38.67	35.86	25.00	35.44
UNDECIDED	16	8	17	41.00	3	44.00
PERCENT	18.82	21.05	22.67	20.71	37.50	21.36
DISAGREE	29	18	21	68.00	1	69.00
PERCENT	34.12	47.37	28.00	34.34	12.50	33.50
STRONGLY DISAGREE	2	2	5	9.00	2	11.00
PERCENT	2.35	5.26	6.67	4.55	25.00	5.34
MEAN	1.18	2.63	1.33	0.51	12.50	0.49
STANDARD DEVIATION	0.99	1.04	1.04	1.77	1.13	2.10

The need for LD Student IEP's to be based on regular program objectives at the secondary level elicited a response pattern not markedly differing from that of those for the same statement limited to the K-8 level of instruction. This does, however, show some shift from previous questions regarding the use of regular program objectives. Table 15 summarizes the results for this statement.

Table 15
Perceived Need for LD Student IEP's to be Based on
Regular Program Objectives at the Secondary
Level

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	5	0	3	8.00	0	8.00
PERCENT	5.88	0.00	4.00	4.04	0.00	3.88
AGREE	24	8	28	60.00	2	62.00
PERCENT	28.24	21.05	37.33	30.30	25.00	30.10
UNDECIDED	21	14	15	50.00	3	53.00
PERCENT	24.71	36.84	20.00	25.25	37.50	25.73
DISAGREE	33	11	23	67.00	1	68.00
PERCENT	38.82	28.95	30.67	33.84	12.50	33.01
STRONGLY DISAGREE	2	5	6	13.00	2	15.00
PERCENT	2.35	13.16	8.00	6.57	25.00	7.28
MEAN	-0.11	-0.55	0.01	-0.15	-0.50	-0.16
STANDARD DEVIATION	1.86	1.72	1.96	1.94	2.00	2.12

Table 16 compares the responses to the various statements regarding the use of regular program objective in development of IEP's for the LD student.

Table 16

Comparison of the Responses to Statements Regarding the Use of Regular Program Objectives in the Development of LD Student IEP's

Usage of Regular Program Objectives	Agree n	%	Undecided n	%	Disagree n	%	Mean Response
Use of Regular Program Objectives	50	24.3	9	4.4	147	71.4	-1.1
Use Regular Obj. with Modification	129	62.6	18	8.7	59	28.6	0.89
Use Special Objectives Only	62	30.1	37	18.0	107	51.9	-0.43
Use Regular Except In Math & Reading	26	39.9	38	18.5	142	68.9	-1.20
Use Regular for Maximum Re-Entry	97	47.1	43	20.9	66	32.0	0.37
Use Regular for K-8 Level	82	39.8	44	21.4	80	38.8	0.01
Use Regular for Secondary Level	70	34.0	53	25.7	83	40.0	-0.16

Table 17 summarizes the responses to the statement that LD student IEP's should be based on a vocational skill model at the secondary level. No particularly strong trends can be inferred from this statement. AEA Supervisors and senior high teachers indicated slightly stronger agreement with the statement than other subgroups.

Table 17

Perceived Need for LD Student IEP's to be Based on a Vocational Skill Development Model at the Secondary Level

TOTAL	ELEM TEACHER 85	JR. HI. TEACHER 38	SR. HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	4	3	12	19.00	0	19.00
PERCENT	4.71	7.89	16.00	9.60	0.00	9.22
AGREE	30	10	28	68.00	4	72.00
PERCENT	35.29	26.32	37.33	34.34	50.00	34.95
UNDECIDED	32	12	17	61.00	2	63.00
PERCENT	37.65	31.58	22.67	30.81	25.00	30.58
DISAGREE	19	11	16	46.00	1	47.00
PERCENT	22.35	28.95	21.33	23.23	12.50	22.82
STRONGLY DISAGREE	0	2	2	4.00	0	4.00
PERCENT	0.00	5.26	2.67	2.02	0.00	1.94
MEAN	0.40	0.03	0.72	0.45	0.75	0.46
STANDARD DEVIATION	1.61	1.87	1.89	1.91	1.46	2.28

The perceived need for consideration of Minimum Competency Testing when designing curricular objectives for LD students received 55.4 percent agreement with 29.1 percent undecided on this issue. Table 18 reports the results on this statement and Table 19 reports whether respondents felt the use of regular program objectives would facilitate coordination between LD programs and Minimum Competency Testing Programs.

Table 18

Perceived Need for Consideration of Minimum Competency Testing When Designing Curricular Objectives for LD Students

	ELEM TEACHER	JR. HI. TEACHER	SR. HI TEACHER	TOTAL TEACHER	AEA	SURVEY TOTAL
TOTAL	85	38	75	198	8	206
STRONGLY AGREE	5	3	8	16.00	0	16.00
PERCENT	5.88	7.89	10.67	8.08	0.00	7.77
AGREE	42	20	34	96.00	2	98.00
PERCENT	49.41	52.63	45.33	48.48	25.00	47.57
UNDECIDED	26	9	22	57.00	3	60.00
PERCENT	30.59	23.68	29.33	28.79	37.50	29.13
DISAGREE	11	5	5	21.00	3	24.00
PERCENT	12.94	13.16	6.67	10.61	37.50	11.65
STRONGLY DISAGREE	1	1	6	8.00	0	8.00
PERCENT	1.18	2.63	8.00	4.04	0.00	3.88
MEAN	0.87	0.95	0.85	0.88	-0.25	0.83
STANDARD DEVIATION	1.55	1.66	1.75	2.43	1.67	2.29

Table 19
 Perception of Facilitation of Coordination Between
 LD Programs and Minimum Competency Testing Pro-
 grams by a Direct Relationship Between
 Regular and LD Program Objectives

TOTAL	ELEM TEACHER 85	JR. HI. TEACHER 38	SR. HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
STRONGLY AGREE	6	2	4	12.00	0	12.00
PERCENT	7.06	5.26	5.33	6.06	0.00	5.83
AGREE	42	24	46	112.00	3	115.00
PERCENT	49.41	63.16	61.33	56.57	37.50	55.83
UNDECIDED	28	8	18	54.00	5	59.00
PERCENT	32.94	21.05	24.00	27.27	62.50	28.64
DISAGREE	9	4	4	17.00	0	17.00
PERCENT	10.59	10.53	5.33	8.59	0.00	8.25
STRONGLY DISAGREE	0	0	3	3.00	0	3.00
PERCENT	0.00	0.00	4.00	1.52	0.00	1.46
MEAN	0.99	1.21	1.16	1.10	0.75	1.08
STANDARD DEVIATION	1.44	1.42	1.48	2.69	1.03	3.36

A majority of those responding felt the curriculum for elementary and secondary should differ. A larger portion of the AEA Supervisors were undecided on this issue. Table 20 reports the results of responses to this statement.

Table 20

Perceived Need for Curriculum for LD Students at the
Secondary Level to Differ From That at the
Elementary Level

	ELEM TEACHER 85	JR.HI. TEACHER 38	SR.HI TEACHER 75	TOTAL TEACHER 198	AEA 8	SURVEY TOTAL 206
TOTAL						
STRONGLY AGREE	12	11	22	45.00	2	47.00
PERCENT	14.12	28.95	29.33	22.73	25.00	22.82
AGREE	52	23	44	119.00	3	122.00
PERCENT	61.18	60.53	58.67	60.10	37.50	59.22
UNDECIDED	12	4	6	22.00	3	25.00
PERCENT	14.12	10.53	8.00	11.11	37.50	12.14
DISAGREE	9	0	2	11.00	0	11.00
PERCENT	10.59	0.00	2.67	5.56	0.00	5.34
STRONGLY DISAGREE	0	0	1	1.00	0	1.00
PERCENT	0.00	0.00	1.33	0.51	0.00	0.49
MEAN	1.44	2.08	1.96	1.76	1.50	1.75
STANDARD DEVIATION	1.45	0.85	1.18	3.94	1.31	5.40

Subgroup responses for teachers were regrouped into three separate categories, agree, disagree and undecided so that they could be compared for the independence of responses from subgroup membership. AEA Supervisors were deleted from this analysis as the frequency of response was too small to be analysed with reliability. A Chi-square test of independence was applied and the results reported in Table 21. A significance level of .10 was used to determine those in need of paired analysis. This result is reported Table 21.

Only responses to statements 1, 2, 7, and 17 were significant at the .10 level. Question 2 was significant at the .05 level and question 7 was significant at the .01 level. These responses were then compared by pairs to identify the location of the significant differences. Table 22 indicates the findings of this comparison.

Table 21
Analysis of Independence of response from Subgroup
Membership

Question Number	Calculated x2
1	8.18***
2	10.50*
3	2.41
4	1.60
5	2.18
6	7.50
7	16.59**
8	5.46
9	7.24
10	2.26
11	1.38
12	4.95
13	5.97
14	7.08
15	0.63
16	2.18
17	8.08***

*=Significant at .05 level for 4 degrees of freedom

**=Significant at .01 level for 4 degrees of freedom

***=Significant at .10 level for 4 degrees of freedom

Table 22

Chi-Square Test of Independence for Pairs of
Subgroup Responses on Group Responses with Group
Responses Indicating Significance of .10

Question	Elementary	Junior High	Senior High	df
1	2.86	2.87	6.63	2
2	5.98*	4.97*	5.35	2
7	13.93***	8.61**	2.02	2
17	4.94*	4.43	1.10	2

*=Significant at the .10 level

**=Significant at the .05 level

***=Significant at the .01 level

Survey Results for Part B

Part B of the survey was designed to determine the extent to which a specific curriculum for LD students existed in Iowa public schools for the 1983-4 school year. Respondents were asked if a specific curriculum existed for LD students, if a specific curriculum on a cross-categorical model which would include LD students existed, or whether a specific curriculum that would include LD students was in the developmental process at the time of the survey. Table 23 is a summary of responses to these three questions for the subgroup of teachers. AEA Supervisors responding to the survey reported only one curriculum and it was developed on a cross-categorical model.

Analysis for data on developing programs indicated that many were not far enough along in the process to enable the respondents to give definitive descriptive information. Therefore, data collected for this group are included in the Appendix only.

Table 23
Summary of Data on Existing Curricula in LD Programs
in Iowa for 1983-4*

Subgroup	Subgroup Total	Responses by Category							
		LD Curriculum		Cross-Categorical Curriculum		Development Curriculum		Total with Curriculum	
		n	%	n	%	n	%	n	%
Elementary	85	7	8.24	9	10.59	9	10.59	25	29.41
Junior High/ Middle School	40	4	10.00	50	12.50	6	7.50	12	30.00
Senior High	75	14	18.67	9	12.00	12	16.00	35	46.67
Total	200	25	12.50	21	10.50	24	12.00	70	35.00

* 46 reported a curriculum of some type (23 percent) and 24 had a curriculum in some stage of development (12 percent).

Of the 70 LD teachers reporting having an existing or developing curriculum, those with a cross-categorical model indicated the widest coverage of instructional levels. The 37.5 percent reporting curriculum for LD students only indicated availability at the elementary, junior high, and middle school level. Information on developing curriculum

indicated availability at all levels. Tables 24 and 25 summarize information from respondents reporting either an LD or cross-Categorical curriculum in place at the time of the survey.

Table 24
Summary of Instructional Level Available in Programs
Reporting an LD Curriculum in Use

Instructional Level	Number in Category	Percent of LD Total
Elementary	11	44.00
Junior High	10	40.00
Middle School	7	28.00
Senior High	0	0.00
All Levels	0	0.00

Table 25
Summary of Instructional Level Available in Programs
Reporting a Cross-Categorical Curriculum in Use

Instructional Level	Number in Category	Percent of Cross-Categorical total
Elementary	15	71.4
Junior High	11	52.4
Middle School	4	19.1
Senior High	10	47.6
All Levels	7	33.3

Analysis of data regarding the program models in which a curriculum is available indicated that the largest portion were available at the resource program level. Of those offering a specific LD curriculum, 88.0 percent reported

availability at this level, compared to only 44.0 percent at the self-contained and self-contained with integration level. These figures show a positive relationship to the 85.7 percent reporting a cross-categorical curriculum available at the resource level and 66.7 percent at the self-contained and self-contained with integration level. Data regarding the program level availability are summarized in tables 26 and 26.

Table 26
Summary of LD Curriculum Available by Program Model

Program Model	Number in Category	Percent of LD Total
Regular Class	2	8.0
Resource	22	88.0
Self-contained w/Integration	8	32.0
Self-Contained	3	12.0
All Models	0	0.0

Table 27
Summary of Cross-Categorical Curriculum Available
by Program Model

Program Model	Number in Category	Percent of Cross-Categorical
Total		
Regular Class	5	23.8
Resource	18	85.7
Self-Contained W/Integration	10	47.6
Self-Contained	4	19.1
All Models	1	4.8

Research question Three dealt with the philosophical focus of current curriculum for the LD student. It further looked at the comparison of this with what professionals felt the focus should be for both elementary and secondary programs for the LD student.

Teachers reporting a curriculum currently in existence, or being developed, most often felt an eclectic teaching approach was most appropriate. This was consistent with the approach they felt should be used for LD students. The basic skills approach was considered the second most preferred approach for elementary programs. The following tables detail the survey data on this question.

Table 28
Philosophical Emphasis of LD Programs with Existing
or Developing Curriculum

Teaching Approach	Curriculum Type					
	LD		Cross-Categories			
	n	%	n	%	n	%
Developing						
Eclectic	16	64.0	9	42.9	6	25.0
Basic Skills	3	12.0	1	4.8	1	4.2
Compensatory	1	4.0	0	0.0	1	4.2
Tutorial	0	0.0	1	4.8	0	0.0
Work Study	1	4.0	0	0.0	0	0.0
Learning						
Strategies	0	0.0	1	4.8	0	0.0
Combination of						
Approaches	3	12.0	2	9.5	1	4.2

Table 29

Preferred Emphasis of LD Programs at the Elementary
Level with Existing Curriculum

Teaching Approach	Curriculum Type					
	n	LD %	Cross-Categories		Developing	
			n	%	n	%
Eclectic	11	44.0	7	33.3	11	45.8
Basic Skills	8	32.0	10	47.6	5	20.8
Tutorial	0	0.0	1	4.8	0	0.0
Learning						
Strategies	1	4.0	0	0.0	0	0.0
Combination of						
approaches	4	16.0	3	14.3	5	20.8

Table 30

Preferred Emphasis in LD Programs at the Secondary
Level with Existing curriculum

Teaching Approach	Curriculum Type					
	n	LD %	Cross-Categories		Developing	
			n	%	n	%
Eclectic	21	84.0	17	81.0	19	79.0
Work Study	1	4.0	1	4.8	0	0.0
Basic Skills	1	4.0	1	4.8	0	0.0
Combination of						
Approaches	3	12.0	3	14.3	2	8.3

The structure of curriculum in use for LD students is described by content area availability, method of choosing student objectives, designated use of computer, individual student assessment procedures and delineation of specific curriculum components.

An analysis of the structure of curriculum reported in this study shows the highest percentage are available in the content areas of mathematics and reading while only 21.4 percent were available in the area of vocational skill development. Of those reporting, 32.9 percent reported a curriculum available in all content areas. Table 31 summarizes the information regarding content area availability for programs with LD or cross-categorical curriculum.

Table 31
Content Area Availability for Programs with LD
of Cross-Categorical curriculum

Content Area	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Mathematics	9	36.0	15	71.4
Reading	8	32.0	15	71.4
English	6	24.0	12	57.4
Social Studies	3	12.0	9	42.9
Science	2	8.0	7	33.3
Vocational	9	36.0	3	14.3
All Content Areas	12	48.0	5	23.8

The choosing of objectives for the LD student from the curriculum was reported most frequently as the responsibility of the individual special education teacher. This is consistent with research reported earlier in this study that indicated individual teachers as the person most often responsible for the total IEP development. Of those reporting a cross-categorical or LD curriculum, 67.5 percent reported the individual teacher as responsible while 58.7 reported the use of an IEP committee for this purpose.

Standardized test scores were used by 32.6 percent, non-standardized test scores by 19.6 percent, and specific curriculum-related criterion testing by 26.1 percent. Table 32 reports the totals and percentages by type available.

Table 32
Reported Method of Choosing Individual Student
Objectives by Curriculum Type

Method of Choosing Objectives	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
IEP Committee	13	57.0	14	66.7
Individual				
Teacher	15	60.0	16	76.2
Standardized Test	9	36.0	6	28.6
Curriculum-related				
Criterion Test	5	20.0	7	33.0
Non Standard				
Testing	6	24.0	3	14.3
No Specified				
Means	1	4.0	0	0.0
Other*	1	4.0	1	4.8

The use of computer capabilities to identify specific student objectives and to monitor individual student progress, was reported by 23.9 percent of respondents. Computer use to develop overall program analysis information was reported by only 13.0. Computer use for purposes other than those enumerated in the study were reported by 17.4 percent of those responding as having a developed curriculum.

One program used the computer in connection with a commercial curriculum monitoring system. Another used computerization in connection with the identification of

readability levels of specific materials. Thirteen percent reported the computer was being used as a teaching aid for remediation and reinforcement of student skills. Results of information gathered on this question are reported in Table 33.

Table 33
Designated Computer Usage with Curriculum for LD
Student Programs

Type of Computer Utilization	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Identify				
Objectives	5	20.0	6	28.5
Monitor Student				
Progress	9	36.0	2	9.5
Program Analysis	3	12.0	3	14.3
Other	7	28.0	1	4.8

The most frequently reported method of assessment of individual student progress in programs with an LD curriculum was the use of standardized assessment procedures that were coordinated with specific objectives. In programs reporting a cross-categorical curriculum, the most frequently used method of assessment was with specially designed assessment instruments. However, 61.9 percent of this group also reported using standardized procedures. One program reported the use of teacher-made tests with teacher observations and another the use of both criterion referenced and standardized testing procedures. Table 34 details the results.

Table 34
Individual Student Assessment Procedure
Incorporated into Curriculum for
LD Students

Individual Assessment Procedure	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Objective Specific				
Criteria	5	20.0	3	14.3
Special Assessment				
Instruments	6	24.0	9	69.2
No Assessment				
Procedure	1	4.0	1	4.8
Standardized				
Assessment	17	68.0	13	61.9
Other	1	4.0	1	4.8

In order to analyse the completeness of the various curriculum development projects in existence for the LD student, respondents were asked to indicate which of twenty-one specific components their particular curriculum possessed. The following table is a summary of these responses for each category of curriculum.

Table 35
Available Curriculum Components in Programs for LD
Students

Components	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Statement of Philosophy	21	84.0	17	80.9
Overall cuurricular Goals	19	76.0	18	85.8
Individual Student goals	19	76.0	15	71.4
Individual Student Objectives	18	72.0	17	81.0
Mastery Criteria	16	64.0	12	57.1
Additional Assess- ment Criteria	17	68.0	10	47.6
Curriculum Maps	0	0.0	1	4.8
Student Progress System	11	44.0	11	52.4
Curriculum Renewal System	12	48.0	6	28.6
Materials Development	12	48.0	12	57.1
Curriculum Evaluation	8	32.0	5	23.8
Parent Program	9	36.0	5	23.8
Minimal Competency Testing	1	4.0	2	9.5
Student Placement System	10	40.0	11	52.4
Classroom Design	0	0.0	1	4.76
Program Placement materials	5	20.0	9	42.9

Components	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Management	6	24.0	6	28.6
Activities				
Management	3	12.0	4	19.1
Community				
coordination	5	20.0	2	9.5
Specification of				
Student Option	10	4.0	12	57.1
Specification of				
Materials	9	36.0	6	28.6
Other	0	0.0	2	9.5

The two questions asked regarding the process used in development of curriculum for the LD student were related to the method used to obtain content materials for inclusion, and what specific personnel were involved in the process. The most frequently used method of development was adapting and combining a variety of materials. This was most often accomplished by learning disability teachers (89.1 percent); AEA support personnel were involved 69.6 percent of the time, regular program teachers 43.5 percent, and administrative personnel at the local level 41.3 percent.

Table 36
Method used in Curriculum Development for LD
Programs

Method of Development	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Adopting commercial Material	5	20.0	0	0.0
Adapting and combining	23	92.2	19	90.5
Adapting Regular Objectives	9	36.0	8	38.1
Locally Developed	5	20.0	3	14.3

Table 37
Personnel Involved in Design and Development Procedures

Personnel Involved	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Administrative (Local)	6	24.0	13	61.9
Local Support	5	20.0	5	23.8
AEA Support	15	60.0	17	81.0
LD Teachers	22	88.0	19	90.5
Regular Teachers	13	52.0	7	33.3
Subject Area Consultant	1	4.0	2	9.5
LD Consultant	3	12.0	8	38.1
Parents	3	12.0	7	33.3
Curriculum Specialists	0	0.0	4	19.0
Community Resource	2	8.0	1	4.7

Part B, question 11 looked at the relationship between curriculum for the LD student and curriculum in use for regular educational programs. LD curricula were reported most often based on the same objectives as regular educational programs with appropriate revisions (82.6 percent). Only 2.2 percent reported using regular objectives with no revision while 20.0 percent reported that the two were related in no specific manner. Table 38 reports the survey results by category of existing curriculum.

Table 38
Relationship of LD curriculum Objectives to
Regular Program Objectives

Relationship	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Same Objectives	1	4.0	0	0.0
Same Objectives With Revisions	19	76.0	19	90.5
No specified Manner	6	24.0	3	14.3
Other*				

Professionals reporting the existence of specific curriculum were asked to rate the effectiveness of the curriculum in use. Table 39 indicates that most respondents rated the curriculum as highly or moderately effective, while only one respondent felt their curriculum to be not at all effective.

Table 39
 Percieved Effectiveness of Currricula in Use in
 LD Programs

Level of Effectiveness	Curriculum Type			
	LD		Cross-Categories	
	n	%	n	%
Highly Effective	13	52.0	8	38.1
Moderately Effective	12	48.0	14	66.7
Slightly Effective	0	0.0	1	4.8
Not Very Effective	0	0.0	0	0.0
Not at all Effective	0	0.0	1	4.8

Comments

One section of Part B of the survey instrument was designed to allow respondents an opportunity to express their opinions and concerns regarding curriculum development for LD educational programs. These comments were divided into categories that relate to specific areas of concern from the study. These categories were designated as:

- (1) Comments favoring overall curriculum development
- (2) Comments against overall curriculum development
- (3) Comments regarding problematic concerns in curriculum development
- (4) Comments on the relationship of special and regular curriculum objectives
- (5) Philosophical concerns
- (6) Miscellaneous concerns

Comments are reported as received with any interpretation a factor of the categorizing process in Appendix E.

SUMMARY

Chapter Four has included an item by item analysis of the opinionnaire with analysis of responses by subgroups to identify relationships between subgroup membership and response patterns. It also included an analysis of the provision of curriculum to support the IEP process in LD programs in Iowa. The chapter reported, by curriculum types, an analysis of the components, method of development, and the perceived effectiveness of existing curriculum for the learning disabled in the State of Iowa.

CHAPTER FIVE

Summary

Chapter I of this study developed the relationship between the IEP process as mandated in PL94-142 and the curriculum in existence for regular educational programs. It pointed out the fact that the IEP completely replaced any existing curriculum for the special student and further, that replacement becomes problematic in the actual development process. These problematic areas led to the conclusion that the IEP process is in need of supplementation by some form of curriculum development.

This study was designed to develop information regarding the extent to which the IEP process has been supplemented with a formal written curriculum. It further investigated the perceptions of professionals regarding the development of a curriculum. In its scope the study was limited to LD programs in Iowa during the 1983-4 school year. It collected data from teachers of LD students and AEA Supervisors of consultants for LD programs in each of the fifteen regions of the state. Data collected were analysed in an effort to answer the following research questions:

1. To what extent are there specific curricula in use in learning disability programs?
2. What are the prevailing attitudes of professionals regarding the thrust of curricula for the learning disabled?
3. What is the philosophical focus of curriculum projects in use at the present time? How does this information compare to what professionals feel the focus should be?
4. What processes have been used in the development of specific curricula for the learning disabled?
5. What relationship exists between currently used curricula for the learning disabled and that in use for regular educational programming?

6. What is the perceived effectiveness of curricula currently in use?
7. What is the structure of curricula currently in use in programs for the learning disabled?

Chapter Two reviewed categories of literature and research relevant to the purpose of the study. This review included a short history of educational programming for the LD student, IEP related research concerns, and information regarding the field of curriculum development. Conclusions drawn from this review were:

1. The IEP process needs the support of curriculum development process.
2. There is support for the development of coordination between the curricular objectives for special and regular educational programs.
3. The IEP process as now utilized is problematic in nature.
4. Little information is available regarding the existence of curricula to support the IEP process.

These conclusions guided the development of the questions posed for this study.

Chapter Three outlined the methods and procedures used. These included the selection of a survey population and four primary sampling units chosen from professionals involved in educational programming for the learning disabled in Iowa for the 1983-84 school year, the development of a two-part survey instrument and the time-line for the data collection procedure. Also described was the analytical methodologies applied to the resultant data.

Findings reported in Chapter Four included the statistical analysis of Part A opinion responses by primary sampling unit and total survey population. Part B data was reported

by category of response as both frequencies and percentages of response. Total response was not used because the information gained regarding developing curricula was not felt to be useful in light of the fact that many were not able to report complete descriptive information. The findings from Chapter Four will be summarized in this chapter in relationship to specific research questions they were designed to address.

Question #1. To what extent are there specific curricula in use in learning disability programs?

If the survey sample represents LD programs in Iowa during the 1983-4 school term, the following statements may be inferred:

- (1) Approximately one-third (35 percent) of LD programs have or are developing a curriculum.
- (2) Twelve percent of programs are currently developing curricula for LD students.
- (3) Curricula in existence designated for LD students only, are available for elementary, junior high or middle schools levels only.
- (4) Curricula in existence for all disability areas are available at all instructional levels.
- (5) Curricula are most often available for the resource program model.

Question #2. What are the prevailing attitudes of professionals regarding the thrust of curricula for the learning disabled?

On the effectiveness of current IEP practices in the State of Iowa:

- (1) Current IEP practices are considered effective at providing a comprehensive general education for LD students.
- (2) Re-entry into the mainstream of educational programming is assured by current IEP practices.
- (3) Current IEP practices are in need of supplementation in order to provide longitudinal continuity to individual LD student's educational programs.

On the need for coordination of LD program objectives with those of regular educational programming:

- (1) There is a need for the use of regular educational objectives in order to maximize the LD student's ability to re-enter the mainstream of regular education.
- (2) Regular program objectives for the same grade level are not considered to be appropriate for the LD student.
- (3) Regular grade level objectives could be utilized if modified with teaching strategies and materials suitable to the LD student's needs.
- (4) The regular program objectives should be used to the maximum extent possible.
- (5) There isn't a need for entirely separate objectives to be developed for the LD student.
- (6) Attitudes toward the use of regular program objectives are essentially the same for elementary and secondary program levels.
- (7) There is disagreement with the statement that the regular class objective should be used in all areas except reading and mathematics.

On the use of vocational skills for developing LD student's educational programs at the secondary level:

- (1) No clear trend developed regarding the use of vocational skills for LD students at the secondary level.

On considerations for Minimum Competency Testing in relation to the development of IEP's for LD students:

- (1) There is a slight tendency to agree that Minimum Competency Testing should be a consideration when designing curricular objectives for the LD student.
- (2) Coordination between LD programs and Minimum Competency Testing would be facilitated by the use of regular program objectives for LD students.

On the need for differential between elementary and secondary curriculum for the LD student:

- (1) Curriculum for secondary and elementary LD students should not be the same.

In the areas of IEP effectiveness, the need to develop a curriculum for the LD student based on objectives exclusively for that population, and the need for differentiation in curriculum for elementary and secondary, there seems to be a tendency for responses to be a factor of subgroup membership. However, on all other statements this membership did not seem to influence the response patterns.

Question #3. What is the philosophical focus of curriculum projects in use at the present time? How does this information compare to what professionals feel the focus should be?

On what the current focus of curriculum projects for LD students is:

- (1) An eclectic approach is most often used with the basic skills approach the single approach most often used.

- (2) For secondary teachers the preferred approach is the eclectic approach.
- (3) For elementary teachers the preferred approach is the eclectic approach with the basic skills approach preferred by one-third of the respondents.

Question #4. What processes have been used in the development of specific curricula for the learning disabled?

- (1) Over 90 percent of those with an existing curriculum used a process of adapting and combining existing materials rather than developing new material.
- (2) LD teachers are the most frequent developers of curriculum.
- (3) Area Education Agency support personnel and regular program teachers most often work with the LD teachers.
- (4) In no case are curriculum specialists reported as being involved in the developmental process.

Question #5. What relationship exists between currently used curricula for the learning disabled and curricula in use for regular educational programming?

- (1) Objectives for LD students are reported most often to be the same as regular educational program objectives but contain revisions where necessary.

Question #6. What is the perceived effectiveness of curricula currently in use?

- (1) Most respondents reported curriculum currently in use for LD students to be effective.

Question #7. What is the structure of curricula currently in use in programs for the learning disabled?

On actual subject matter contained in curricula:

- (1) Curriculum for the LD student was available in all content areas.
- (2) The most frequent single subject availability areas were mathematics, reading, and English.
- (3) Programs with curricula available on a crosscategorical model are less often reported as having all content areas available.
- (4) The content areas of social studies, science, and vocational skills are less often reported being available.

On the method utilized for choosing individual student objectives:

- (1) The individual teacher was the person most often choosing objectives.
- (2) Committee usage for objective choice was above the fifty percent level.
- (3) Testing results are reported as being used in approximately one-third of all cases.

On the use of computer capabilities to assist in program development for the learning disabled student:

- (1) Computer usage included identification of individual student objectives, monitoring of individual student progress, program analysis and for remedial and basic skills development.

On individual student assessment procedures incorporated into the curriculum:

- (1) LD curricula most often utilized assessment by standardized methods.

- (2) Cross-categorical curricula most often utilized assessment by special assessment instruments.

On the completeness of the various curriculum development projects:

- (1) A statement of curricular philosophy was available for more than 80 percent of the curriculum projects.
- (2) An overall goal statement related to the curriculum itself was available in approximately 80 percent of the curriculum projects.
- (3) Seventy to eighty percent of the curriculum projects contained student goals and objectives.
- (4) Specification of mastery criteria was available in more than 60 percent of the curriculum projects.
- (5) Other components frequently available included additional assessment criteria, student progress systems, curriculum renewal systems, material development procedures, curriculum valuation, parent program consideration, a system of student placement, and specification of student options.

Discussion

This study was conducted in an effort to develop a body of information regarding current practices and opinions of professionals regarding the use of a base curriculum to support the IEP process for programs providing educational services to LD students. The process and results of this study represent a very preliminary attempt to gather information on this subject. Because of the preliminary nature of the study, several concerns can be identified. Among these are the following:

1. Response analysis, especially from marginal comments, indicate a problem with commonality of perception on terms such as grade level placement, curriculum.
2. The questionnaire was confusing to some respondents, especially in regard to its application to certain program models.
3. All information useful to complete analysis was not available.

If similar research were to be done in the future it should attempt to compensate for these concerns. This could be done by making a more aggressive follow-up attempts using a method of personal interviews to circumvent the problem of commonality of definitional interpretation, wording the questionnaire to ameliorate the confusion over applicability of certain questions to particular program models and, gathering demographic data about respondents and the programs represented. The possibility of more complete information on the AEA level could be addressed by a shift from use of the fifteen supervisors to a random sampling procedure applied to all consultants for LD programs from the various area education agencies and by utilizing personal interviews with supervisors in order to obtain more complete data.

Some data from this study are comparable to Alexander's study of programs for secondary learning disabilities programs in Tennessee in 1982¹. Alexander's study, though limited to secondary programs, looked at the utilized and preferred teaching approaches as well as the number of programs that had a written curriculum. The following tables show comparable data from the two studies.

¹Alexander, pp. 112-51.

Table 40

Comparison of the Availability of a Written Secondary Curriculum in LD Programs in Iowa and Tennessee

	Tennessee		Iowa	
	n	%	n	%
Secondary LD Written Curriculum	97	52.4	35	46.7

Table 41

Comparison of Perceived Effectiveness of Written Secondary Curriculum in Iowa and Tennessee

Perceived Effectivness	Tennessee		Iowa	
Highly Effective	53	28.6	12	37.5
Moderately Effective	113	61.1	18	56.3
Somewhat Effective	13	7.0	1	3.1
Not Very Effective	4	2.2	0	0.0
Not At All Effective	2	1.1	1	3.1

Curricular or teaching approaches were investigated by Alexander, however, there was a difference in the division of the category designators, thus prohibiting any charted comparison of results. Some of the areas that were comparable in the responses of the secondary teachers were: the most used approach reported by Alexander was the academic while data from this study indicate the most used approach in Iowa to be the eclectic approach, the most preferred or ideal approach indicated by Alexander was the career approach while this study found the eclectic approach to be the most preferred with the career oriented approach preferred by only two respondents. An additional area of comparison was the percentage of programs in each state with an existing curriculum. This comparison must be viewed with the time differential in mind. Alexander's study was conducted in 1982 while data for this study was gathered one year later. With this in mind the Tennessee study reported 52.4 percent of their secondary school programs for the

learning disabled had a written curriculum while only 30.7 of Iowa's had a written curriculum with an additional 16.0 percent reporting that one was in the process of being developed at the time of this study.

With the introduction of PL 94-142, programs for students with special educational needs have enjoyed a rich legacy of federal monetary support. This support emanated from a need that was not effectively met by local educational authorities. The pattern of such federal intervention has been to move from the relative acceptance of the mandate as a response to an unmet need ostensibly at the crisis level with acquisition of strong federal leadership to initiate the change to a period of implementation with varying degrees of effectiveness. This effectiveness is generally related in a positive manner to the perception of local administration as to the need for such education change. This can lead to either stagnation with legal rather than substantive compliance to the mandate, or integration of the special program into the total offerings of the local educational program. If integration is effective, the special program becomes a part of a continuum of services and loses a good deal of its identity which in return tends to integrate the student in need of special services. This has not happened to special educational programs mandated under PL 94-142. However, the indicators from this study of the need to build this type of relationship are strong. The lack of support for a separate, special set of objectives for LD students, and the need for a direct relationship between regular and special objectives, require a total commitment to integration of the two sub-systems.

The low incidence of overall program curriculum development, and the comments of respondents regarding a needs for information concerning curriculum development processes and products, seem to indicate a need for some

system for providing such information to local curriculum developers. Since programming for LD students is relatively new, no body of information regarding curriculum development is in existence for this segment of the educational community. Even though general curriculum development theory applies, further information in the area of special concerns for this population is needed to prevent a "reinvent-the-wheel syndrom" from dominating developmental practices. Information is additionally needed regarding methods for integration of special educational programs and students into the general educational milieu.

A system for provision of overall curriculum practice and procedural information should be undertaken on state as well as national levels. A model for accomplishing this goal require a system of local reporting of practices and procedures as well as a method of analyzing and cateloging the resultant data. To be effective such a system requires total participation from LEA and SEA personnel involved in program development for the LD student and also requires that it be tied to funding systems. Such a system should be integrated with a method of technical assistance to local program providers.

This study reported an number of responses indicating that complete, teacher-controlled individualization was required in order for programs to meet the requirements of PL 94-142 and the needs of LD students. There is, however, a real danger in a form of education that has as its exclusive philosophy the individualization of each student's program. Individualization and personalization approach is an appropriate philosophical stance for special student education. However, individualization of total program objectives can lead to an individual student program that will not synthesize into a meaningful whole or integrate in a manner that will give the student useful skills in the

societal environment. There is an acute danger when individualization is controlled longitudinally by multiplicity of authorities.

Special education programs need to be based on the same overall educational practices and structures provided to regular educational programs. Special education is only a part of larger educational institution and it is necessary for those professionals involved in all phases of these educational institutions of a specific setting to integrate their efforts into a holistic process that includes all students. Curriculum development should become an administrative concern of the entire system and not one special segment. This should lead to a comprehensive heirachy of program offerings that would span the needs of all students and allow for free flow of students within the educational community.

Conclusions

In comparing different aspects of the study several areas of concern identifiable. These aspects led to the following conclusions.

1. Although a majority of respondents reported the IEP process to be effective, there is a need to supplement the process to assure the longitudinal continuity of program objectives.
2. A separate or exclusive set of objectives for LD students is not appropriate.
3. Use of regular program objectives for the LD student is appropriate, but modification of teaching strategies and materials is necessary.

4. Opinions regarding the structure and philosophy on which a curriculum for the LD student should be based are consistent across various professional assignments.

5. Professionals utilize materials already in existence as a basis for development of curricula for LD educational programs.

6. The range of curriculum for LD programs is quite narrow, with most available at the resource program level only.

Recommendations for Further Study

1. Further investigation of all aspects of this study should be undertaken in greater detail as this study was designed to identify areas of concern for further research.

2. Investigation of the IEP process to identify aspects that are ineffective should be conducted. This investigation should look at one aspect of the IEP at a time as well as the entire process.

3. Investigation of the impact of Minimum Competency Testing on the LD student's educational program.

4. Investigate the vocational skills component of learning disabilities programs and evaluate any additional needs in this area.

5. The use of regular program objectives for the learning disabled students need further and more scientific investigation.

6. Evidence needs to be gathered regarding the effectiveness of the IEP process when a supporting curriculum is in place.

7. Evidence needs to be gathered regarding the effectiveness of various curriculum models in existence at this time.

8. Comparative data needs to be gathered as to the effectiveness of the various teaching approaches as applied to programs for the learning disabled.

9. Research should be conducted to ascertain the effectiveness of a curricular supplement to the IEP process as a means of reducing teacher stress as well as reducing the amount of teacher time spent in actual IEP development.

10. Comparison of perceived effectiveness of the IEP process with actual effectiveness in provision of a comprehensive educational program for LD students should be made.

Recommendations for Professional Practice

1. Teacher education programs need to address the area of developing goal and objective statements that relate directly to assessment information for a specific student.

2. Teacher education programs need to address the area of curriculum development theory and practice for teachers in the field of education for the handicapped.

3. All educational programs for the learning disabled need to explore methods of gaining longitudinal continuity for objectives offered.

4. A closer relationship needs to be developed between programs for the regular education student and those for learning disability students.

5. Curriculum development projects for special education programs need to involve more areas of professional expertise, especially the use of professional curriculum development personnel.

6. Learning disability programs need to increase the scope of curriculum to cover a broader range of program models.

7. Special education teachers need further training in curriculum development theory and practices if the IEP process as now utilized is to provide a comprehensive educational program to learning disability students.

8. A central collecting procedure for curriculum informational for the learning disabled is necessary to process of development of new curriculum. This should be initiated at the state level with some type of national reciprocity.

SELECTED BIBLIOGRAPHY

Books

- Babbie, Earl R. The Practice of Social Research, 2nd ed. Belmont, CA: Wadsworth, 1979.
- Burrella, Leonard C., and Daniel D. Sage. Leadership and Change in Special Education. Englewood Cliffs, N. J.: Prentice-Hall, 1979.
- Cochran, W. G. Sampling Techniques, 3rd ed. New York: John Wiley & Sons, 1979.
- Downie, N. M., and R. W. Heath, Basic Statistical Methods. 3rd ed. New York: Harper and Row, 1979.
- Kaufman, James M., and Daniel P. Hallahan, eds. Handbook of Special Education. Englewood Cliffs, N.J.: Prentice-Hall, 1981.
- Kneedler, R. D. and S. G. Tarver, eds. Changing Perspectives in Special Education. from Merrill Personal Perspectives in Special Education. Columbus, Ohio: Merrill Publ. Co., 1977.
- Mitzel, Harold E., ed. Encyclopedia of Educational Research. Vol. I., 5th ed., New York: Macmillan and Free Press, 1982.
- Lancaster, H. O., The Chi Squared Distribution. New York: John Wiley & Sons, 1969.
- Larsen, S. C., and M. S. Poplin. Methods for Educating the Handicapped: An Individualized Education Program Approach. New York: Allyn & Bacon, 1980.
- McCall, Chester H. Jr., Sampling and Statistics Handbook for Research. Ames, IA: Iowa State University Press, 1982.
- Roberts, Arthur D., ed. Educational Innovation: Alternatives in Curriculum and Instruction. Boston: Allyn & Bacon, 1975.
- Saylor, Galen J., Who Planned the Curriculum? W. Lafayette, IN: Kappa Delta Pi Press, 1982.
- Saylor, G. J., and W. M. Alexander. Curriculum Planning for Better Teaching and Learning. New York: Holt, Rinehart and Winston, 1974.
- Taba, Hilda, Curriculum Development: Theory and Practice. New York: Harcourt, Brace, Jovanovich, 1962.
- Tanner, Daniel and Laurel N. Tanner. Curriculum Development: Theory into Practice. New York: Macmillan, 1975.

Tyler, Ralph W., Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press, 1949.

Tyler, Ralph W., Robert Gagne, and Michael Scriven., Perspectives of Curriculum Evaluation. AERA Monograph Series in Curriculum Evaluation, No. 1. Chicago: Rand-McNally, 1969.

Periodicals:

Amos, Katherine M. "Competency Testing: Will the L.D. Student Be Included?" Exceptional Children, 47, No. 3 (November 1980), 194-97.

Anderson, L. A., S. L. Berner, and H. J. Larson. "Evaluation of Written Individualized Educational Programs." Exceptional Children, 45, No. 3 (1978), 207-08.

Bennett, Randy Elliott. "Evaluating Individualized Education Programs." Diagnostic, 7, No. 2 (1982), 91-100.

Breuning, Stephen E. and John T. Regan, "Teaching Regular Class Material to Special Education Student." Exceptional Children, 45, No. 3 (November, 1978), 180-87.

Brown, Ronald L. "Closer Examination of the Education for All Handicapped Children Act: A Guide for the 1980's." Psychology in the Schools, 17, No. 3 (July 1980), 355-60.

Bullard, Joseph and Jeffery Zettle. "Public Law 94-142 and Section 504: What They Say About Rights and Protection." Exceptional Children, 44, No. 3 (November, 1977) 177-88.

Chandler, Harry N. "Teaching LD Students in the Public Schools: A Return to the Closet?" Journal of Learning Disabilities, 14, No. 3 (1981), 482-5.

Chandler, Harry N. "Teaching LD Students in the Public Schools: A Return to the Closet? Part II." Journal of Learning Disabilities, 14, No. 9 (November, 1981), 547-49.

Chandler, Theodore A. "IEP is not PIE in the Sky: Special Education as a Great Experiment." Education Unlimited, 2, No. 5 (Nov./Dec. 1980), 16-18.

- Deno, S. L., and P. K. Mirkin. "Data Based I.E.P. Development: An Approach to Substantive Compliance." Teaching Exceptional Children, 12, No. 3 (Spring, 1980), 92-97.
- Deshler, Donald D., Nancy Lowrey, and Gordon R. Alley. "Programming Alternates for LD Adolescents: A Nationwide Survey." Academic Therapy, 14, No. 4 (March, 1979), 389-97.
- Evans, Beth and Alice Lovell. "The I.E.P.: Requirements for Validity." Capstone Journal of Education, 1, No. 2 (December, 1980) 16-20.
- Ferguson, Michael D. "Special Education" The Struggle for Equal Educational Opportunity in Iowa." Iowa Law Review, 62, No. 5 (June 1977), 1285-488.
- Gallistel, Elizabeth R. "Setting Goals and Objectives for LD Children-Process & Problems." Journal of Learning Disabilities, 11, No. (March 1978), 64-67.
- Gerber, Michael. "Economic Considerations of 'Appropriate' Education of Exceptional Children." Exceptional Children Quarterly, 2, No. 2 (August, 1982), 49-57.
- Goldstein, S., and others. "An Observational Analysis of the IEP Conference." Exceptional Children, 46, No. 4 (1980), 278-86.
- Hannifen, Michael J., and Bradley K. Barrett. "Preparing for Educational Change: Incorporating the Support Curriculum into the Basic Curriculum." American Education, 19, No. 4 (May, 1983), 32-37.
- Jordan, M. "How to Overcome." Newsweek, October 22, 1979, p.27.
- Klein, M. Frances. "The Use of a Research Model to Guide Curriculum Development." Theory into Practice, 22, No. 3 (Summer 1983), 198-202.
- Kokszka, Robert and Jerry Drye. "Toward the Least Restrictive Environment." Journal of Learning Disabilities, 14, No. 1 (January 1981), 22-23.
- Lerner, Janet W., Mary Ann Evans and Gertrude Meyers. "LD Programs at the Secondary Level: A Survey." Academic Therapy, 13, No. 1 (September 1977), 7-11.
- Lieberman, Laurence M. "Two IEP Dilemmas." Journal of Learning Disabilities. 14, No. 8 (1981), 486.
- Maher, Charles A. "Training Special Service Teams to Develop IEP's." 48. No. 3 Exceptional Children, (November 1980), 206-211.

- 118
- McGuire, Willard. "The Heart of the Law." NEA Today, 1, No. 5 (March 1983), 2.
- Meyen, Edward. "A Systematic Error in Curriculum." Education and Training of the Mentally Retarded, 3, No. 4 (1968), 164-68.
- Morgan, Daniel. "Characteristics of a Quality IEP." Education Unlimited, 86, No. 4 (May/June 1981), 12-17.
- Nadler, Barbara, and Ken Shore. "Individualized Educational Programs: A Look at Realities." Education Unlimited, 2, No. 3 (April 1980), 30-34.
- Olsen, K. R. "Minimum Competency Testing and the IEP Process." 47, No. 3 Exceptional Children, (November 1980), 176-82.
- Price, Marianne, and Libby Goodman. "Individualized Education Programs: A Cost Study." 46, No. 6 Exceptional Children, (March 1980), 446-54.
- Poplin, Mary Simpson. "The Science of Curriculum Development Applied to Special Education and the IEP." Focus on Exceptional Children, 12, No. 3 (November 1979), 1-16.
- Retish, Paul. "Individual Educational Programs in Secondary Schools for Mainstreamed Student." Education and Training of the Mentally Retarded, 14, No. 3 (October 1979), 235-26.
- Ross, J. W., and F. J. Weintraub. "Policy Approaches Regarding the Impact of Graduation Requirements on Handicapped Students." Exceptional Children, 47, No. 3 (November 1980), 200-03.
- Sabatino, David A. "Are Appropriate Educational Programs Operationally Achieved Under Mandated Promises of P.L. 94-142." Journal of Special Education, 15, No. 1 (January 1981), 9-21.
- Schenck, Susan J. "The Diagnostic/Instructional Link in Individualized Educational Programs" The Journal of Special Education, 14, No. 3 (March 1980), 337-45.
- _____. "An Analysis of I.E.P.'s for L.D. Youngsters." Journal of Learning Disabilities, 14, No. 4 (April 1981), 221-23.

Schenkat, Randolph J., and Dennis Battaglini. "Special Education as a Great Experiment." Education Unlimited, 2 No. 5 (Nov./Dec. 1980), 18-21.

Stake, Robert E. "The Countenance of Educational Evaluation." Teachers College Record, 68, No. 7 (April 1967), 523-40.

Theis, Armin P. and Joan Unrein. "Preserving Education: Policies and Procedures for Individual Education Plans." Journal of Learning Disabilities, 14, No. 6 (June/July 1981), 335-36.

Toomey, Ron. "Teachers Approaches to Curriculum Planning: An Exploratory Study." Curriculum Inquiry, 7, No. 2 (Summer 1977), 121-29.

Turnbull, Ann, Judith E. Leonard, and Rutherford Turnbull. "Defensible Analysis of PL.94-142." Journal of Special Education, 15, No. 1 (1981), 25-32.

Turnbull, A. P., B. B. Strickland and S. Goldstein. "Parental Involvement in Developing and Implementing the IEP: Training Professionals and Parents." Education and Training of the Mentally Retarded, 13, No. 4 (1978) 414-23.

Tymitz, Barbara L. "Instructional Aspects of the IEP: an Analysis of Teachers Skills and Needs." Educational Technology, 20, No. 9 (September 1980), 13-23.

Tymitz-Wolf, Barbara. "Guidelines for Assessing IEP Goals and Objectives." Teaching Exceptional Children, 14, No. 5 (Mar. 1982), 198-201.

Watras, Joseph. "IEP's Are Not the Answer." Educational Leadership, 39, No. 2 (November 1981), 143.

Wiseman, Douglas E., and L. Kay Hartwell (Meyers). "The Poor Reader in Secondary Schools: an Alternative Curriculum." Academic Therapy, 15, No. 5 (May 1980), 613-23.

Government Document:

Federal Public Law 94-142, Section 4A, 19.

Federal Register, 42, No. 163, (August 23, 1977).

Pycca, John, and Others, A National Survey of individualized Educational Programs (IEP's) for Handicapped Children Vol. I: Executive Summary. U.S. Educational Resources Information Center, ERIC Document ED 199 970, 1980.

Other

Alexander, D. R., "Secondary Learning Disabilities Programs in Tennessee: A Survey of Curricular Approaches and Curriculum Development." Diss. Univ. of Tennessee, 1982.

Berman, Louise, "Persons, Setting and Curriculum," Speech presented at the world Conference on Education. Istanbul, Turkey, 1977.

Van Til, William, What are the Sources of Curriculum? NEA and Ass'n for Supervision and Curriculum Development, 1962. Pamphlet.

APPENDIX

PART A: OPINION SURVEY

The following statements relate to curriculum choices for the fully or partially segregated learning disabled student in your school. To complete this section of the questionnaire, please respond by circling SA (Strongly Agree), A (Agree), U (Undecided), D (Disagree), or SD (Strongly Disagree).

-
- | | | | | | | |
|----|--|----|---|---|---|----|
| 1. | A comprehensive general education for LD students is assured by current IEP practices. | SA | A | U | D | SD |
| 2. | Re-entry into the mainstream of education is assured by current IEP practices. | SA | A | U | D | SD |
| 3. | Current IEP practices should be supplemented in order to assure longitudinal continuity* of individual program objectives. | SA | A | U | D | SD |
| 4. | Use of regular educational program objectives would assure maximum re-entry opportunities for LD students. | SA | A | U | D | SD |
| 5. | LD student IEPs should be based on the same curricular objectives as regular students placed at the same grade level. | SA | A | U | D | SD |
| 6. | Regular grade level objectives are appropriate for LD students but should be modified with teaching strategies and materials suitable to the LD student's needs. | SA | A | U | D | SD |
| 7. | LD student IEPs should be based on curricular objectives developed exclusively for that population. | SA | A | U | D | SD |
| 8. | LD student IEPs should be based on regular program objectives to the maximum extent possible. | SA | A | U | D | SD |

- | | | | | | | |
|-----|--|----|---|---|---|----|
| 9. | LD student IEPs should be based on regular program objectives in all areas except reading and mathematics. | SA | A | U | D | SD |
| 10. | LD student IEPs in the area of reading should be based on a developmental sequence of reading skills. | SA | A | U | D | SD |
| 11. | LD student IEPs in mathematics should be based on a developmental sequence of mathematics skills. | SA | A | U | D | SD |
| 12. | LD student IEPs at the K-8 levels should be based on regular program objectives. | SA | A | U | D | SD |
| 13. | LD student IEPs at the secondary level should be based on regular program objectives. | SA | A | U | D | SD |
| 14. | LD student IEPs at the secondary level should be based on a vocational skill development model. | SA | A | U | D | SD |
| 15. | Minimum Competency Testing should be considered in designing curricular objectives for LD students. | SA | A | U | D | SD |
| 16. | Coordination of LD programs and Minimal Competency Testing programs would be facilitated by a direct relationship between regular and LD program objectives. | SA | A | U | D | SD |
| 17. | Curriculum for learning disabled students at the secondary level should differ from that at the elementary level. | SA | A | U | D | SD |

Longitudinal Continuity - the quality of an educational program that assures the monitoring and evaluating of skills and ideas taught at any level to assure they are appropriate to those taught at previous and future levels of educational programming.

PART B

CURRENT CURRICULUM PRACTICES SURVEY

DIRECTIONS: Please read the following questions and mark the appropriate response. In some cases multiple responses are appropriate.

1. A written curriculum has been developed specifically for learning disabled students in this district.

_____ Yes

_____ No

2. A written curriculum has been developed on a cross-categorical model that encompasses programs for the learning disabled in this district.

_____ Yes

_____ No

3. A written curriculum is now in the process of being developed for learning disability students in this district.

_____ Yes

_____ No

=====

If you have answered "NO" to ALL of the above statements, you need not answer the remainder of the questionnaire.

=====

4. A written curriculum for learning disability students is available for the following instructional levels:

_____ Elementary(K-6)

_____ Junior High(7-8)

_____ Middle School(5-8)

_____ Secondary(9-12)

_____ Other (Please specify) _____

5. A written curriculum for learning disability students applies to students placed in:

_____ Regular classes with consulting teacher

_____ Resource room program

_____ Self-contained class with integration

_____ Self-contained class

_____ Other (Please specify) _____

Directions: The following questions are based on these 125
program model descriptions. Please check the
appropriate answer.

Program Models:

Compensatory Model	Emphasis is on teaching students survival skills so they may function in society.
Basic Skill Model	Emphasis is on instruction and remediation in the basic skills.
Tutorial or Content Model	Emphasis is on the acquisition of specific course content.
Work Study or Vocational Model	Emphasis is on instruction on job related skills and on-the-job experience.
Learning Strategies or Process Model	Emphasis is on how to learn and the development of underlying neuropsychological structures rather than on teaching specific content.
Eclectic Model	A combination of the above, based on the needs of individual students.

6. Curriculum objectives for the learning disabled student at the secondary level should be based on a:

- ☐ Compensatory Model
- ☐ Basic Skill Model
- ☐ Tutorial or Content Model
- ☐ Work Study or Vocational Model
- ☐ Learning Strategies or Process Model
- ☐ Eclectic Model
- ☐ Other (Please specify) _____
- _____
- _____

7. Curriculum objectives for the learning disabled student at the elementary level should be based on a:

☐ Compensatory Model
☐ Basic Skill Model
☐ Tutorial or Content Model
☐ Work Study or Vocational Model
☐ Learning Strategies or Process Model
☐ Eclectic Model
☐ Other (Please specify) _____

8. The philosophical emphasis of the curriculum is:

☐ Compensatory Model
☐ Basic Skill Model
☐ Tutorial or Content Model
☐ Work Study or Vocational Model
☐ Learning Strategies or Process Model
☐ Eclectic Model
☐ Other (Please specify) _____

9. The curriculum is available in the following content areas:

☐ Mathematics
☐ Reading
☐ English (Language Arts)
☐ Social Studies
☐ Science
☐ Vocational
☐ All content areas
☐ Other (Please specify) _____

10. Students objectives are chosen from the curriculum by:

☐ IEP committee
☐ Individual teacher
☐ Specified standardized test scores
☐ Specified non-standardized test scores
☐ Specified curriculum-related criterion testing
☐ No specified means
☐ Other (Please specify) _____

11. Objectives for the special curriculum relate to regular program objectives:

☐ By using the same objective base with no revisions.
☐ By using the same objective base with appropriate revisions.
☐ In no specified manner.
☐ Other (Please specify) _____

12. The special curriculum for the learning disabled student is designed to be used with the computer to:

☐ Identify specific objectives for the individual student
☐ Monitor individual student progress
☐ Develop over-all program analysis information
☐ Other (Please specify) _____

13. Individual student assessment procedures incorporated into the curriculum include:

☐ Only criteria specified for each objective.
☐ Specially designed assessment instruments.
☐ No assessment considerations.
☐ Standardized assessment procedures coordinated with specific types of objectives.
☐ Other (Please specify) _____

14. The curriculum was developed by:

☐ Adopting commercial material without changes (specify source of materials) _____

☐ Adapting and combining a variety of available materials.
☐ Adapting regular curricular objectives and methods.
☐ The use of materials developed entirely by local personnel.
☐ Other (Please specify) _____

15. The personnel involved in design and development procedures included:

☐ Administravtive personel (local)
☐ Support personnel (local)
☐ Support personnel (AEA)
☐ Learning disability teachers
☐ Regular program teachers
☐ Subject area consultants
☐ Learning disability consultants (outside)
☐ Parents
☐ Curriculum development specialists.
☐ Community resource people
☐ Other (Please specify) _____

16. The curriculum used in your program is:

☐ highly effective
☐ moderately effective
☐ slightly effective
☐ not very effective
☐ not at all effective

17. Components included in the curriculum are: (check all that apply)

☐ A statement of overall philosophy of educational intent.
☐ Overall curricular goal and objectives
☐ Individual student goals
☐ Individual student objectives :
☐ Mastery criteria for objectives
☐ Assessment procedures in addition to mastery criteria
☐ Curriculum maps for individual skills
☐ Individual student progress system
☐ System for curriculum renewal on periodic basis
☐ Instructional materials development
☐ Overall curriculum evaluation procedure
☐ Parent program considerations
☐ System of coordination with Minimal Competency Testing procedures
☐ System of student placement
☐ System for physical design of classrooms.
☐ System of program design -- (ie specifications for placement in program model by level of performance on curriculum placement instruments)

Continued on next page

☐ Instructional materials management system
☐ Instructional activities management system
☐ Coordination with Community Services
☐ Specifications of student program options (ie self-contained, resource, etc.)
☐ Specification of texts and materials
☐ Other (Please specify) _____

18. Please use the following space to make any comments you wish regarding curriculum development for students in learning disability programs.

PART B

CURRENT CURRICULUM PRACTICES SURVEY

DIRECTIONS: Please read the following questions and mark the appropriate response. In some cases multiple responses are appropriate.

1. A written curriculum has been developed specifically for learning disabled students in this A.E.A.

_____ Yes

_____ No

2. A written curriculum has been developed on a cross-categorical model that encompasses programs for the learning disabled in this A.E.A.

_____ Yes

_____ No

3. A written curriculum is now in the process of being developed for learning disability students in this A.E.A.

_____ Yes

_____ No

=====

If you have answered "NO" to ALL of the above statements, you need not answer the remainder of the questionnaire.

=====

4. A written curriculum for learning disability students is available for the following instructional levels:

_____ Elementary(K-6)

_____ Junior High(7-8)

_____ Middle School(5-8)

_____ Secondary(9-12)

_____ Other (Please specify) _____

5. A written curriculum for learning disability students applies to students placed in:

_____ Regular classes with consulting teacher

_____ Resource room program

_____ Self-contained class with integration

_____ Self-contained class

_____ Other (Please specify) _____

Directions: The following questions are based on these program model descriptions. Please check the appropriate answer.

Program Models:

Compensatory Model

Emphasis is on teaching students survival skills so they may function in society.

Basic Skill Model

Emphasis is on instruction and remediation in the basic skills.

Tutorial or Content Model

Emphasis is on the acquisition of specific course content.

Work Study or
Vocational Model

Emphasis is on instruction on job related skills and on-the-job experience.

Learning Strategies
or Process Model

Emphasis is on how to learn and the development of underlying neuropsychological structures rather than on teaching specific content.

Eclectic Model

A combination of the above, based on the needs of individual students.

6. Curriculum objectives for the learning disabled student at the secondary level should be based on a:

_____ Compensatory Model

_____ Basic Skill Model

_____ Tutorial or Content Model

_____ Work Study or Vocational Model

_____ Learning Strategies or Process Model

_____ Eclectic Model

_____ Other (Please specify) _____

7. Curriculum objectives for the learning disabled student at the elementary level should be based on a:

☐ Compensatory Model
☐ Basic Skill Model
☐ Tutorial or Content Model
☐ Work Study or Vocational Model
☐ Learning Strategies or Process Model
☐ Eclectic Model
☐ Other (Please specify) _____

8. The philosophical emphasis of the curriculum is:

☐ Compensatory Model
☐ Basic Skill Model
☐ Tutorial or Content Model
☐ Work Study or Vocational Model
☐ Learning Strategies or Process Model
☐ Eclectic Model
☐ Other (Please specify) _____

9. The curriculum is available in the following content areas:

☐ Mathematics
☐ Reading
☐ English (Language Arts)
☐ Social Studies
☐ Science
☐ Vocational
☐ All content areas
☐ Other (Please specify) _____

10. Students objectives are chosen from the curriculum by:

☐ IEP committee
☐ Individual teacher
☐ Specified standardized test scores
☐ Specified non-standardized test scores
☐ Specified curriculum-related criterion testing
☐ No specified means
☐ Other (Please specify) _____

11. Objectives for the special curriculum relate to regular program objectives:

☐ By using the same objective base with no revisions.
☐ By using the same objective base with appropriate revisions.
☐ In no specified manner.
☐ Other (Please specify) _____

12. The special curriculum for the learning disabled student is designed to be used with the computer to:

☐ Identify specific objectives for the individual student
☐ Monitor individual student progress
☐ Develop over-all program analysis information
☐ Other (Please specify) _____

13. Individual student assessment procedures incorporated into the curriculum include:

☐ Only criteria specified for each objective.
☐ Specially designed assessment instruments.
☐ No assessment considerations.
☐ Standardized assessment procedures coordinated with specific types of objectives.
☐ Other (Please specify) _____

14. The curriculum was developed by:

☐ Adopting commercial material without changes (specify source of materials) _____

☐ Adapting and combining a variety of available materials.
☐ Adapting regular curricular objectives and methods.
☐ The use of materials developed entirely by local personnel.
☐ Other (Please specify) _____

15. The personnel involved in design and development procedures included:

☐ Administrative personnel (local)
☐ Support personnel (local)
☐ Support personnel (AEA)
☐ Learning disability teachers
☐ Regular program teachers
☐ Subject area consultants
☐ Learning disability consultants (outside)
☐ Parents
☐ Curriculum development specialists.
☐ Community resource people
☐ Other (Please specify) _____

16. The curriculum used in your A.E.A. is:

☐ highly effective
☐ moderately effective
☐ slightly effective
☐ not very effective
☐ not at all effective

17. Components included in the curriculum are: (check all that apply)

☐ A statement of overall philosophy of educational intent.
☐ Overall curricular goal and objectives
☐ Individual student goals
☐ Individual student objectives
☐ Mastery criteria for objectives
☐ Assessment procedures in addition to mastery criteria
☐ Curriculum maps for individual skills
☐ Individual student progress system
☐ System for curriculum renewal on periodic basis
☐ Instructional materials development
☐ Overall curriculum evaluation procedure
☐ Parent program considerations
☐ System of coordination with Minimal Competency Testing procedures
☐ System of student placement
☐ System for physical design of classrooms
☐ System of program design -- (ie specifications for placement in program model by level of performance on curriculum placement instruments)

Continued on next page

- ☐ Instructional materials management system
 - ☐ Instructional activities management system
 - ☐ Coordination with community services
 - ☐ Specifications of student program options (ie self-contained, resource, etc.)
 - ☐ Specification of texts and materials
 - ☐ Other (Please specify) _____
-
-

18. Please use the following space to make any comments you wish regarding curriculum development for students in learning disability programs.

DRAKE UNIVERSITY

DES MOINES, IOWA 50311

COLLEGE OF EDUCATION

October 27, 1983

Dear _____ :

I am in the process of doing my dissertation under the supervision of Dr. Paul Joslin, Department of Education, Drake University. The main objective of this research is to get a picture of current opinion and practices in the development and usage of curriculum for the learning disabled student in Iowa.

Your name came up in a random sample of learning disability teachers. I would like your cooperation in the completion of the enclosed questionnaire and its return by November 10, 1983 in the enclosed, self-addressed, stamped envelope.

Your responses on this survey instrument will be treated with the total group and will not be individually identifiable in the final document.

If you wish a summary of my findings, indicate so on the final page of the questionnaire and a copy will be mailed to you.

Thank you for your contribution to this project.

Sincerely,

Patricia L. Tschantz
Doctoral Candidate
Drake University

DRAKE UNIVERSITY

DES MOINES, IOWA 50311

COLLEGE OF EDUCATION

November 26, 1983

Dear _____,

As part of my doctoral study, you received a questionnaire regarding curriculum development in learning disability programs in the State of Iowa. To date your questionnaire has not been received.

I would very much appreciate it if you would complete the questionnaire and return it as soon as possible.

Thank you for your cooperation.

Sincerely,

Patricia Tschantz
Doctoral Candidate
Drake University

Table 42

Instructional Level Availability in Programs
 Reporting a Developing Curriculum

Instructional Level	Number in Category	Percent of Developing
Elementary	3	12.5
Junior High	3	12.5
Middle School	4	16.7
Senior High	0	00.0
All Levels	3	12.5

Table 43

Program Model Availability in Programs
 Reporting a Developing Curriculum

Program Model	Number in Category	Percentage of Developing Total
Regular Class	1	04.2
Resource Room	11	45.8
Self Contained W/Integration	8	33.3
Self Contained	4	16.7
All Models	0	;

Table 52

Available Curriculum Components in Developing
Programs with a Developing Curriculum

Component	Number in Category	Percent of Developing Total
Curriculum Evaluation	4	16.7
Parent Program	3	12.5
Minimal Comp. Testing	2	8.3
Student Placement System	7	29.2
Classroom Design	0	00.0
Program Placement	4	16.7
Materials Management	5	29.8
Activities Management	2	8.3
Community Coordination	3	12.5
Specifiction of Student Option	5	20.8
Specification of Materials	2	8.3

Table 52

Available Curriculum Components in Developing
Programs with a Developing Curriculum

Component	Number in Category	Percent of Developing Total
Statement of Philosophy	9	37.5
Overall Curricular Goals	11	45.8
Individual Student Goals	11	45.8
Individual Student Objectives	12	50.0
Mastery Criteria	8	33.3
Additional Assessment Criteria	5	20.8
Curriculum Maps	2	8.3
Student Progress System	5	20.8
Curriculum Renewal System	4	16.7
Materials Development	3	12.5

Table 52 continued on next page

Table 50

Personnel Involved in Design and Development
Procedures in Programs with
a Developing Curriculum

Personnel Involved	Number in Category	Percent of Developing Total
Administrative Local	10	41.6
Local Support	3	12.5
AEA Support	9	37.5
LD Teachers	15	62.5
Regular Teacher	7	29.2
Subject Area Consultant	2	8.3
LD Consultant	7	29.2
Parents	3	12.5
Curriculum Specialists	1	4.2
Community Resource	0	00.0

Table 51

Relationship of Developing Curriculum
Objectives to Regular Program
Objectives

Relationship	Number in Category	Percent of Developing Total
Same Objectives	0	00.0
Same Objectives W/Revisions	15	62.5
No Specified	2	8.3

Table 48

Individual Student Assessment Procedures
Incorporated into Developing
Curriculum

Individual Assessment Procedure	Number in Category	Percent of Developing Total
Objective Specific Criteria	5	20.8
Special Instruments	5	20.8
No Assessment Procedure	1	4.2
Standardized Assessments	9	37.5

Table 49

Method Used in Curriculum Development for
Programs with Developing Curriculum

Method of Development	Number in Category	Percent of Developing Total
Adopting Com- mercial Material	1	04.2
Adapting and Combining	11	45.8
Adapting Regular Objectives	10	41.7
Locally Developed	1	04.2

Table 46

Reported Method of Choosing Individual
Student Objectives by Programs
with Developing Curriculum

Method of Choice	Number in Category	Percent of Developing Total
IEP Committee	12	50.0
Individual Teacher	10	41.7
Standardized Test	6	25.0
Curriculum- Related	6	25.0
Non-Standardized Test	2	8.3

Table 47

Designated Computer Usage with Developing Curriculum

Type of Utilization	Number in Category	Percent of Developing Total
Identify Objectives	1	4.2
Monitor Student Progress	3	12.5
Program Analysis	1	4.2
Other*	3	12.5

* 2=Student Skill Practice 1=Individual Teacher
Usage Only

Table 44

Philosophical Considerations of Developing
Curriculum Projects

Teaching Approach	Preferred Elem.		Preferred Second.		Utilized	
	n	%	n	%	n	%
Eclectic	11	45.8	20	83.8	11	45.8
Basic Skills	5	20.8	0	0.0	1	4.2
Tutorial	0	0.0	0	0.0	1	4.2
Learning Pro.	0	0.0	0	0.0	1	4.2
Compensatory	0	0.0	0	0.0	1	4.2
Combinations	4	16.7	2	8.3	3	12.5

Table 45

Content Area Availability for Programs with
Developing Curriculum

Content Area	Number in Category	Percent of Developing Total
Mathematics	10	41.6
Reading	8	33.3
English	11	45.8
Social Studies	10	41.6
Science	9	37.5
Vocational	3	12.5
All Content Areas	6	25.0

APPENDIX E: Comments

Comments Favoring Overall Curriculum Development

* I would like to see one (curriculum) developed in our own school district, but too small, too little funds.

*.....it is my opinion that adequate curriculum has not nor is not currently being developed or implemented on a scale of any significance. I feel it is an area that needs immediate attention, and it demonstrates a lack of professionalism and effectiveness on the part of LD programs in general.

* I am in the process of writing curriculum for all English classes that I teach to my students for 'full' credit.

* We do not have a curriculum at this time. We are going to be working on one in the future. If you know of any good resources that I could look at, I would appreciate knowing about them.

* The counselor, principal, Area personnel and teachers work together with the students and LD instructor for what has proven to be a very good program for nearly all the students.

* This seems to be an area that could use more standardization!

* I'm enclosing the curriculum checklist we have just written this year for junior high and high school.

* Each teacher or school team develops curriculum for LD students at this time. There are four LD teachers in my school, we use the same special program--all other materials and activities are selected individually. We are not involved in curriculum development of regular classes in which our LD students participate.

*.....interested in availability of information regarding a written curriculum.

Comments against overall curriculum development.

* Curriculum for students in the LD (RTP) programs should not be a general curriculum for all but curriculum for the individual and his needs. It should be progressive and paced for the individual student.

*....Many times too much emphasis is placed on up-to-date curriculums.

* Our whole school district is in the process of updating and reinforcing our curriculum. the LD programs (are) at a standstill, because it is the feeling of the teachers involved that a curriculum is almost an impossibility, because of the individualization involved. doesn't it seem that you would have to write a curriculum for each student? Isn't that done to a great extent by the IEP's?

* I don't have a written curriculum. All LD students are different, so therefore the curriculum would not always apply. The students need to learn most of the same things but how they learn them is different. I stress reading, understanding what you read, and writing....

* At our high school, we assess difficulties and write objectives. Included in the goals is always to succeed in high school and graduate.The purpose of PL94-142 was to fit programs to kids, not kids to programs.

*...The whole idea of an IEP is to individualize a student's learning.

* In our particular setting, every student is treated as an individual. A written curriculum cannot encompass all of our students. All of our students are expected to attain the same amount of credits required for graduation as regular education students. These credits may be in the form of modified curriculum including basic requirements.

* I feel stongly that LD students differ so greatly in their deficits that it would be hard to write a general curriculum.

* I feel it would be very difficult to come up with a specific curriculum in a LD program because there are so many different needs to be met within each child that there is not always a lot of common ground.

* When the courts are making a ruling in a case which deals with appropriate education under PL94-142, they evaluate IEP's on the basis of how it meets individual needs. There should not be an IEP exactly like another. All teachers involved with the student are bound to provide for the individual needs of the students as specified in the IEP; not merely the LD teacher. They are all held accountable. It is viewed as inappropriate to teach "around" competency-based curriculum. All students should be given opportunities to achieve competencies whenever possible.

* I think the curriculum development for students in the LD programs should be based on the individual student. Skills should be based from lack of needs to needs desired to meet adequate skills.

*should not be a general curriculum for all but curriculum for the individual and his needs. It should be progressive and paced for the individual student.

* So much of my work depends on the emotional response of the child--self esteem can change a program overnight--that change can come through remediation of basic skills--or emphasis on an interest area. Really is hard to pin-point needs as each student is so different.

* These questions are ridiculous. An IEP should be what it says it is an individually educational plan geared to the needs of the student. It should take him from where he is to where he can go. Compensating skills should be taught where skills cannot be remediated or remediated quickly enough. Junior high and high school students are individuals not a herd of cattle. Each kid has his or her potential, just as we all do. Curriculum guides could include basic information, checklists, materials available, what works and what doesn't.

Comments regarding problematic concerns in curriculum development.

* I am not sure that all of the things covered here would be necessary, and even that they wouldn't get in the way of our primary goal, which is to return our students to the regular classroom in all areas in as short a time as possible. I've seen programs get too carried away with accountability and management that they loose sight of the primary goal.

* Writing a comprehensive curriculum for secondary learning disabled students is a difficult task. Our curriculum is a basic outline of information to be covered, with specifics dependent on the student's individual nees.

* I feel that general curriculum development is important. However, coming up specific curriculum to use with every students is impractical due to individual differences and needs. There will be too many variances to make one curriculum practical.

* Curriculum devlopment for the LD student is a very complex process. Not only does the curriculum have to cover the full gamut of individual needs, it has to also take into consideration adaptations of regular classroom materials. The curriculum must remain flexible and usable yet cover as much as possible--not an easy process. It must undergo continual revision.

* Any curriculum development must take the wide variance of types of disabilities and severity of those disabilities into consideration.

* There is a great difficulty in developing curriclulum for the LD student which compounds as the student progresses in grade level. Through fourth grade, it is relatively simple to maintain a developmental sequence of basic instruction focusing on the handicapping condition. However, by the time the student reaches high school, we have found that specially written content material seems to

suit the needs and acceptance of the student and faculty. At least it helps!

* We are trying to modify a curriculum for our LD students. We are not very organized, but we know the need is there, since we have few alternatives for slow students because of our size.

*.....Area Education people are constantly reviewing and establishing curriculum in individual subject areas, but only a few teachers from the area are asked to assist. I am aware that there are curriculums being established but I have no idea as to their content.

* I work at the junior high level in a resource room. Curriculum development is often done by the resource teacher, but we feel that it should be more of a joint effort between regular and special teachers. Teachers would write more and better curricula if they were given release time and pay to do it.

* When PL94-142 was implemented, the local school districts did not modify or allow major curriculum changes but relied on the special teacher to take care of the details." Because of the immenseness of the task, the job is not getting done.

* Curriculum development sounds more like a self-contained LD concept. A resource room program is supposedly built around deficits within the areas of basic skills in academic, social and perceptual skills. The remediation of these may be done in any number of ways. No one curriculum could be appropriate for all children. There are too many factors involved: the classroom teacher's philosophy, the reliability of test scores, how the social and academic overlap within the child, the child's emotionality, etc. Every child I have served has been unique and each curriculum has been unique.....

Comments on the relationship of special and regular curriculum objectives.

* I feel strongly that LD students differ so greatly in their deficits that it would be hard to write a general curriculum. Many students when reached early enough can return to regular curriculum and be successful. Many students can handle parts of regular curriculum. Occasionally we have those that cannot read, therefore, hindering all other learning, then and only then should an LD student be removed from regular curriculum participation. We try to prepare them for life as it really is--not a sheltered, protected life.

*some students will benefit from a program closely related to that of the regular classroom, others need a program geared more to their needs. Those with a great struggle in reading and math skills need a program focusing on those skills at the level of the student not the class.

*I do follow regular course objectives but they may be the objectives of the 3rd grade when the student is actually in 5th grade. What I feel they don't need, I skip and add objectives that apply specifically to them. this may mean on task behavior.

* We don't have a general-all-encompassing policy regarding LD students and regular curriculum. Each child receives remedial help in his lowest areas and the aim is to get him back into regular classroom as soon as possible. With the new Iowa standards, however, most of the children are so far behind by the time they qualify for placement in the Resource Room that it takes years to catch them up.

* I am in the process of writing curriculum for all English classes that I teach to my student for 'full' credit. These are the classes that I provide the entire instructional program for. I use the regular classroom objectives on my IEP (also stated as such) for any class

that I provide tutorial instruction in. Regular classroom materials and modifications are also listed on the IEP. For those classes that I teach reading and/or math to, I concentrate mainly on the basics.

* ...an LD student is capable of meeting the same goals, just in a different way and rate.

* My philosophy regarding the curricular needs of the LD student is somewhat different. It is my opinion, that the LD student learns more, and enjoys school more, when he is not faced with a "catch" up system all the time. For years, the instructors have tutored and tried to help maintain the LD student in courses which they had little chance for success. As an adult, I don't think I would like to be faced with a daily stress situation of whether or not I would pass a course. Usually, knowledge gained from this type of tutoring is shortlived, and the general concepts being taught are soon forgotten.

I would rather place an LD student in a class which was tailored for his needs. If the present curriculum does not provide such a class, then create one. For example the LD students in this school take a survival skills course as part of their social studies requirement. Reading techniques class is offered, stressing reading and thinking skills, in place of American Literature. I also teach a modified class in Western Civilization, and Civil and Criminal Law.../

*The SCI program needs to have separate objectives and curriculum in the content areas.

Philosophical Concerns.

* I think strong emphasis should be placed on skill development at elementary (especially Primary), by 4th and 5th add tutorial and by 10th start replacing skill development with life skills and vocational while

maintaining tutorial. By 12th I would totally replace Basic Skills with Life Skills for most kids.

I also believe in competency requirements for graduation if a standard diploma is given.

Criticism of Study.

* I have found when talking to various professionals that we do not all use the same definitions of some educational terms. So possibly I have not answered in the vein you have intended.

* I find many of your questions to be ambiguous and thus subject to broad interpretation. I do not see how you can hope to obtain a valid sampling based on this instrument.

* This is so generalized! The nature of LD or any special educational program is that these students are "special". Each is different and has differing needs. It seems this district's policy seems to strive more to meet those individual needs than your survey seems to suggest.

* Some of the questions lack clarity. For instance, when speaking of regular grade level classroom objective I assumed you meant the grade level at which the student tested out at, not the grade at which he placed.